1   **Chapter 15**

2   **Grade Ten – World History, Culture, and Geography: The Modern**

3   **World**

4   • How did ideas associated with the Enlightenment, the Scientific

5   Revolution, the Age of Reason, and a variety of democratic revolutions

6   develop and impact civil society?

7   • Why did imperial powers seek to expand their empires? How did colonies

8   respond? What were the legacies of these conquests?

9   • Why was the modern period defined by global conflict and cooperation,

10   economic growth and collapse, and global independence and connection?

11   The more than two hundred and fifty year period covered by the tenth-grade

12   course highlights the intensification of a truly global history as people, products,

13   diseases, knowledge, and ideas spread around the world as never before. The

14   course begins with a turning point: the important transition in European systems

15   of governance from divine monarch to a modern definition of a nation-state

16   organized around principles of the Enlightenment. The course ends with the

17   present, providing ample opportunities for teachers to make connections to the

18   globalized world in which students live. As students move through the years 1750

19   through the present they consider how a modern system of communication and

20   exchange drew peoples of the world into an increasingly complex network of

21   relationships in which Europe and the United States exerted great military and

22 economic power. They explore how people, goods, ideas, and capital traveled

23 throughout and between Asia, Africa, the Americas, and Europe. They analyze

24 the results of these exchanges. The ability to see connections between events

25 and larger social, economic, and political trends may be developed by having

26 students consider the most fundamental changes of the era:

27 • The intensification of the movement toward a global market aided by rapid

28   transportation of goods around the world, powerful international financial

29   institutions, and instantaneous communication

30 • The emergence of industrial production as the dominant economic force

31   that shaped the world economy and created a related culture of

32   consumption

33 • Increasing human impact on the natural and physical environment through

34   the growth in world population, especially urban settings where

35   populations engaged in mass consumption through mechanical and

36   chemical developments related to the industrial revolution

37 • Imperial expansion across the globe and the growth of nation-states as

38   the most common form of political organization

39 • The application of industrial technology and scientific advancements to the

40   development of mechanized warfare, which drew millions of people into

41   the experience of "total war"

42 • The conflict between economic and political systems that defined the post-

43   World War II period

44 • The emergence of ideas of universal rights and popular sovereignty for all

45 individuals, regardless of gender, class, religion, or race, which spread

46 around the world

47 The content covered in grade ten is expansive, and the discipline-specific skills

48 that are to be taught are equally demanding. In order to highlight significant

49 developments, trends, and events, teachers should use framing questions

50 around which their curriculum may be organized. Organizing content around

51 questions of historical significance allows students to develop certain content

52 areas in great depth. Framing questions also allow teachers the leeway to

53 prioritize their content and highlight particular skills through students'

54 investigations of the past. Moreover, through an in-depth study of individual

55 events and people, students can trace the development of even larger themes,

56 such as the quest for liberty and justice, the influence and redefinition of national

57 identity, and the rights and responsibilities of individual citizens. Questions that

58 can frame the year-long content for tenth grade include: **How did ideas**

59 **associated with the Enlightenment, the Scientific Revolution, the Age of**

60 **Reason, and a variety of democratic revolutions develop and impact civil**

61 **society? Why did imperial powers seek to expand their empires? How did**

62 **colonies respond? What were the legacies of these conquests? Why was**

63 **the modern period defined by global conflict and cooperation, economic**

64 **growth and collapse, and global independence and connection?**

65 As students learn about modern world history, they should be encouraged to

66 develop reading, writing, speaking, and listening skills that will enhance their

67   understanding of the content. As in earlier grades, students should be taught that

68   history is an investigative discipline, one that is continually reshaped based on

69   primary source research and on new perspectives that can be uncovered.

70   Students should be encouraged to read multiple primary and secondary

71   documents; to understand multiple perspectives; to learn about how some things

72   change over time and others tend not to; and they should appreciate that each

73   historical era has its own context and it is up to the student of history to make

74   sense of the past on these terms and by asking questions about it.

75

76   **The World in 1750**

77   • How were most societies organized in the 1700s?

78   • Who held power in the 1700s? Why?

79   • What was the divine right of kings?

80   Students begin tenth grade world history with a survey of the world in 1750.

81   This question can frame students' initial explorations: **How were most societies**

82   **organized in the 1700s?** Students analyze maps of the gunpowder empires

83   (Qing China, Mughal India, Ottoman Empire, Safavid Persia, Spain, France,

84   England), trade routes (Atlantic World, Pacific/Indian Ocean, and world trade

85   systems), and colonies. The teacher explains that in 1750, people were living in

86   the very end of the pre-modern world. Although there had been many differences

87   in peoples' experiences depending on their location, culture, and language, there

88   were certain broad patterns that were present in most states and empires. Most

89   states and empires were ruled by one leader, called a king, tsar, sultan, emperor,

90   shah, or prince. Students can consider the comparative question: **Who held**

91   **power in the 1700s? Why?** This ruler was usually, but not always, a man who

92   came from a dynasty, a family of rulers. Dynasties changed all the time, when

93   kings were defeated and overthrown, but the winners would then set up a new

94   dynasty under one leader. The tsar or sultan got his legitimacy from his birth into

95   the royal family and the support of religious and political elites. Most emperors

96   claimed that they had been chosen or blessed by divine power, and that they

97   ruled on behalf of God to keep order and justice in the society. The question

98   **What was the divine right of kings?** helps students consider the construction

99   of monarchial governments and societies.

100   Besides the royal family, there were elite groups in that society who had

101   political, military, or religious power, and owned wealth and land. These elite

102   groups went by different names in each state or empire, such as nobles and

103   scholar-officials, but they had privileges, that is, special rights that ordinary

104   people did not have. Often elite status was based on birth. There weren't many

105   elites, either, as they were about three to five percent of the population. Below

106   the elite groups, there was a small middle class. But the majority of people in the

107   world worked as farmers and had very little wealth or material possessions, no

108   education, and no political power. The reason that this poor farmers group was

109   so large was because of the limits of energy, power sources, and technology in

110   the pre-modern world. Ninety percent of the people had to work full-time at

111   farming, spinning thread for cloth, and other repetitive manual jobs to produce

112   food, clothing and shelter for everyone. The only power sources were human,

113 animal, wind, and water. There was only enough surplus in the society for a small

114 percentage of people to have more than basic food, clothing, and shelter.

115   Dynasties and elite groups defended their power, wealth, and privilege

116 through customs of social order, force and propaganda. They usually resisted

117 giving power to lower social groups, for fear that the nobles or other elites would

118 lose their wealth and privileges. In all societies, customs of social order were

119 hierarchical, meaning that people were unequal. Some people were higher and

120 better than ordinary people.

Grade Ten Classroom Example: The Divine Monarch

Ms. Lee's tenth grade class is learning about the divine monarch by focusing on one key 1610 speech that King James I delivered to Parliament. Ms. Lee has excerpted this speech (she found it by searching online for King James I's "Speech to Parliament" and locates portion that begins with the phrase, "The state of Monarchy is the supremest thing upon earth…" and continues for the next three paragraphs) because it illustrates the way in which kings were perceived to be divinely inspired, and thus their power was understood to be god-like. She has also selected this speech because it clearly lays out the central claim and supporting details of why King James I felt this way. Ms. Lee begins her lesson by telling her students that they will be investigating the question: **How did King James I argue that kings are like gods?** After providing her students with very brief background information about when and how James came to power, Ms. Lee presents the primary source to her students. She tells

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her students that this is a relatively straight-forward primary source because King James I makes a claim, he supports his claims with reasons, and he offers evidence for his reasons and central claim (in much the same way her students would make a claim in an essay). She directs her students to read through the speech a couple of times, making annotations as they find different claims King James I makes. As they read the speech a first time, Ms. Lee's students read for the broad claims. As they read it a second time, Ms. Lee tells her students to work on filling in the graphic organizer she has created. The graphic contains boxes for which students are directed to fill in the following information: 1) the central claim made by James I; 2) the reasons he uses to support his central claim; 3) the evidence he provides to illustrate his reasons; 4) the flaw in his reasons. After Ms. Lee's students complete the graphic, she facilitates table then whole-class discussions to confirm that the students understand the way in which King James I constructs his argument, and that his central flaw lies in his central claim. Ms. Lee then asks her students to work in pairs to construct a paragraph response to the central question: **How did King James I argue that kings are like gods?**

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 5, 8, WHST.9–10.2, 7, 9

CA ELD Standards: ELD.PI.9–10.6b, 7, 8, 11a; ELD.PII.9–10.1

121

122 **1750-1917: Revolutions Reshape the World**

123 **Democratic Revolutions**

124 • How were enlightened ideas a break from the past?

125   • How did the "social contract" affect ordinary people?

126   • Why did civic reformers argue for representative governments?

127   • What are individual or natural rights? Who received those rights in the

128   eighteenth century?

129   • What were the consequences of trying to implement political revolutionary

130   ideas in Europe, Latin America, and North America?

131   • How do the French, American, and Haitian Revolutions compare to one

132   another?

133   • How is national identity constructed?

134   The eighteenth century witnessed the development of two revolutionary

135   trends that ultimately influenced the world in ways that are still felt today: political

136   and industrial revolutions. Before students learn about the on-the-ground

137   experiences and consequences of these two revolutions, they should learn about

138   the ideas that gave rise to them. Political revolutionary ideals were rooted in

139   notions of Athenian democracy, English constitutional laws, the Enlightenment,

140   and other traditions of European political thought, and they emphasize the rule of

141   law, reason, individual rights, republicanism, and citizenship. These concepts are

142   abstract, and the primary sources that illustrate these concepts are dense and

143   challenging for students to navigate. When possible, teachers should try to

144   introduce brief excerpted primary sources or secondary sources that convey

145   meaning in a direct way. Even though principles of political revolutions are

146   challenging to navigate, students should learn the ideas that guided much of

147   modern history before they proceed to learn about the reality and put them into a

148   comparative context.

149   The eighteenth-century revolutionary ideas, which influenced much of the

150   world in the modern period, had its origins in Judeo-Christian culture and Greco-

151   Roman philosophy. Both Jewish and Christian scriptures informed ethical beliefs,

152   while Greek philosophers like Plato and Aristotle were concerned with the

153   establishment of the rule of law to prevent tyranny. Roman legal philosophy built

154   on Greek ideas of citizenship—defined as the exercise of one's talents in the

155   service of the civic community— as necessary to protect the authority of the

156   state. However, authoritarian ideas, such as divine right of kings, the privileged

157   status of nobles and clergy, and rule by elite groups, were also traditional

158   concepts drawing on ancient ideas and practices. In the 1700s, authoritarian

159   institutions and ideas governed every state and empire, and to Europeans in that

160   time, the revolutionary ideas were quite new. This question can frame students'

161   understanding of political revolutionary ideas: **How were enlightened ideas a**

162   **break from the past?** In order for students to understand the significance of

163   concepts like "the rule of law," "citizenship," and "reason," for example, teachers

164   should present them as a dramatic break from the past. As students have just

165   finished learning about the seeming divine power of monarchs, they can begin to

166   see how sharply the new ways of learning and thinking were substantially

167   different. Thus, there is a key tension for teachers: emphasizing what a big break

168   from the past these ideas are, but reminding students that the ideas are rooted in

169   ancient societies. The ideas of equality, representation, and rights were so

170   inspiring to people because they emerged in a world dominated by hierarchy,

171   inequality, and lack of representation and rights.

172   Political revolutionary ideas were advocated by civic reformers. Some of the

173   most noted civic reformers were John Locke, Thomas Hobbes, and Jean-

174   Jacques Rousseau. These men and other enlightenment thinkers developed the

175   notion of the social contract. Students can consider this question as they

176   investigate the abstract ideas of political revolutionaries: **How did the "social**

177   **contract" affect ordinary people?** The social contract was an idea that stated

178   there should be an agreement among members of a society to cooperate for

179   mutual social benefits in pursuit of an ordered society. Key components of the

180   social contract that students should learn about are that men have natural rights

181   to life, liberty, and property. Although some of these natural rights were not

182   entirely new, before they had been applied to only certain privileged classes;

183   civic reformers, however, advocated that all citizens have rights such as equality

184   before law. Students can investigate the questions **What are individual or**

185   **natural rights? Who received those rights in the eighteenth century?** as

186   they trace political revolutionary ideas In addition, by comparing the language

187   employed by leading revolutionary writers, such as John Locke (whose *Two*

188   *Treatises of Government* will help students understand the connection between

189   the enlightenment and revolutions), Thomas Jefferson (whose words from the

190   American Declaration of Independence will prove useful), James Madison

191   (whose Virginia Plan at the Constitutional Convention will be useful in teaching

192   students about distribution of power), Mary Wollstonecraft (whose *A Vindication*

193 *of the Rights of Woman* will provide powerful arguments about women's rights),

194 and Adam Smith whose *Wealth of Nations* provided the foundation for a market

195 economy and and the rights or individuals in that economy, students can

196 compare the proposals that each contributed to these crucial philosophical and

197 political developments. Once students have been introduced to these principles

198 and understand how dramatically different they were from most Europeans'

199 recent past, teachers might have students creatively explain their understanding

200 of the social contract by creating political cartoons, performing an original skit, or

201 writing a short fictional story to illustrate the main components of the contract.

202   Students also learn that the social contract, and especially the notion of

203 natural rights, gave rise to newer ideas about the purpose of government. This

204 question can frame students' understanding about the relationship between

205 natural rights and government: **Why did civic reformers argue for**

206 **representative governments?** Civic reformers argued that the people should be

207 the basis of government, and that men create governments to protect natural

208 rights. Civic reformers' concern for personal liberty and their suspicions about the

209 dangers of tyranny led them to argue for a separation of powers and embrace

210 representative governments of limited power as the ideal form of political

211 organization. As a foreshadowing of the consequences of these ideas, an

212 extension of this new purpose of government is the notion that if this new

213 republican form of government does not protect individuals' natural rights, then

214 the people have a right to overthrow that government and create a new one in its

215 place.

Grade Ten Classroom Example: Connecting Ancient Philosophies with Political Revolutionary Principles

Ms. Davis' tenth grade class is in the middle of its political revolution unit. Using the free lesson, *Tyranny and the Rule of Law*, from the California History-Social Science Project, she asks her students to consider the unit question: **How did tyranny and the rule of law influence revolutionaries?** She has provided her students with several primary sources, including writings from Rousseau as well as excerpts from Plato's *The Republic* and Aristotle's *Politics.* She wants her students to understand how ancient philosophers impacted political revolutionary principles in the 1700s, so she presents them with this secondary text activity. She directs her students to read the directions closely, and to make annotations in the text accordingly.

Following the lesson's directions, Ms. Davis directs her students to read a secondary source, *Ancient Philosophers and the American Revolution*, which provides an overview of the impact of the writing of ancient philosophers upon the political revolutionaries. Specifically, it outlines some of the criticisms that political revolutionaries among the American Colonists had against the British Monarch (King or Queen) and how the ideas of writers like Plato and Aristotle resonated with American leaders like Thomas Jefferson. Ms. Davis directs her students to put a check in the left margin when they identified an explanation of the criticism of monarchs and tyranny, and in the right margin, to put an x where they see an explanation of the rule of law. In their groups, students are then

asked to discuss where they placed check marks and Xs, and explain how these sections help define tyranny and the rule of law. After sharing with their tablemates, Ms. Davis directs her students to review their choices again; making changes as necessary.

At the end of this activity, Ms. Davis asks her students to work in groups and develop brief presentations for the class that address the original question by making claims rooted in the various texts they have read: **How did tyranny and the rule of law influence revolutionaries?**

Source: Excerpted from "Tyranny and the Rule of Law," *Curriculum to Support California's implementation of the Common Core and English Language Development Standards.* California History-Social Science Project. Copyright © 2014, Regents of the University of California, Davis Campus. For more information or to download the free curriculum: http://chssp.ucdavis.edu/el-support.

CA HSS Content Standards: 10.1.2. 10.2.1

CA HSS Analysis Skills (9-12): Historical Research, Evidence, and Point of View 4; Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.9–10.1, 5, 6, 8, SL.9–10.1, 4

CA ELD Standards: ELD.P1.9–10.1, 6a, 7, 8, 9, 11a; ELD.PII.9–10.1

216

217   With an understanding of the political revolutionary ideas, students can begin

218   to learn about the realities that developed from them. **What were the**

219 **consequences of trying to implement political revolutionary ideas in**

220 **Europe, Latin America, and North America?** Political revolutions erupted in

221 North America, Europe, and Latin America in the eighteenth century. Leaders of

222 all of the revolutions espoused liberal, democratic, and constitutional ideologies.

223 These leaders were from the bourgeoisie, or middle-class; this group was distinct

224 because it was not from the nobility, it tended to not hold power, and it was

225 educated. While the aims of these revolutions were realized only partially, their

226 ideas spread throughout the world, inspiring reforms and revolutions across the

227 globe. During this period, aristocratic and mercantilist elites continually

228 challenged the power of monarchs. These conflicts intensified as states

229 increased taxes in their efforts to pay the costs of centralizing government

230 administration and rising military expenditures. The Glorious Revolution, when

231 the English Parliament emerged victorious and the authority of the monarch was

232 limited by the rule of law, was an early example of this type of contest. In

233 contrast, the American, French, Haitian, and Latin American revolutions a

234 century later overthrew monarchical authority altogether. In North America,

235 colonists issued the Declaration of Independence, asserting that all men have

236 "unalienable Rights" that they sought to be upheld through a republican form of

237 government. The French Revolution led to the dissolution of the French

238 monarchy, the establishment of a republic, and universal male participation in

239 politics. Although the French Revolution opened up opportunities for women and

240 slaves to petition for rights, it succumbed first to a destructive Terror, then

241 ultimately to despotism and continental war under Napoleon. American,

242   European, and Latin American revolutionaries defended their actions using these

243   ideas. Their post-revolutionary constitutions were explicitly written to limit

244   executive power and protect the rights of citizens. Students should explore the

245   arguments for individual rights in this era, as well as the exclusion of groups like

246   women from full access to these rights. In particular, they could consider the

247   paradox between slavery and individual rights through an examination of

248   Enlightenment writings and images, including evidence from abolitionist

249   campaigns and defenses of enslavement.

250   A transatlantic republic of letters helped spread revolutionary thinking and

251   activism. With the American and French revolutions serving as models of

252   republican government, former slaves in Haiti, colonial peoples in Latin America,

253   and military and religious elites in Spain and Portugal all participated in

254   revolutionary uprisings. Students can make meaning about these revolutions in a

255   comparative context by addressing the question: **How do the French,**

256   **American, and Haitian Revolutions compare to one another?** Many new

257   leaders established constitutional governments that echoed principles from the

258   Glorious Revolution, Enlightenment ideas embodied in the English Bill of Rights,

259   the French Declaration of the Rights of Man and the Citizen, and the United

260   States Constitution. Liberal democratic principles, such as individual rights and

261   the rule of law, replaced traditional aristocratic privileges. Students may consider

262   how the universal ideas of the Enlightenment texts provided a political tool for

263   disfranchised groups to press for greater rights in liberal democracies during the

264   modern era. Yet these revolutionary principles were applied differently in each

265 context; in the Americas citizenship and natural rights did not apply to slaves,

266 women, and many men that did not own property, while in Haiti, revolutionary

267 principles translated directly to the abolition of slavery.

268   Atlantic revolutions and the subsequent Napoleonic Wars resulted in the

269 establishment of a new type of political structure, the nation-state. Through the

270 growth of popular print media, the centralization of the state, and the increasing

271 connections facilitated by transportation networks, people began to imagine

272 themselves as part of a larger national community. Students can consider the

273 question: **How is national identity constructed?** in order to learn about these

274 developments, as well as to serve as a bridge to the next unit on the industrial

275 revolution. Shared language, religion, literacy, and culture created connections

276 between people that served as a foundation for the development of a national

277 identity. Arguments over the definition of citizenship, who was included and

278 excluded, in the nation-state continue into the contemporary period and therefore

279 provide opportunities for students to develop further their own understanding of

280 the rights and responsibilities of citizens.

281

282 **Industrial Revolutions**

283 • Should this era of industrialization be called an industrial revolution? Why

284   or why not?

285 • What were the results of the Industrial Revolutions? How was technology,

286   and the environment transformed by industrialization?

287   • How did industrial revolutions affect governments, countries, and national

288   identity in similar and different ways?

289   The Industrial Revolution shifted the center of the world economy from Asia to

290   Western Europe in the nineteenth century. Students learn that its path diverged

291   sharply from that of China and India, which had together accounted for nearly

292   half of the world's manufacturing prior to the rise of industrialization. Some

293   historians have criticized the use of the term "revolution," as the changes brought

294   by industrialization were often gradual and uneven. Students can wrestle with

295   this topic by addressing the question: **Should this era of industrialization be**

296   **called an industrial revolution? Why or why not?** In a broad global

297   perspective, however, industrialization has arguably been one of the most

298   dramatic transformations in human history, making available vast stores of

299   underground coal, oil, and gas energy and altering patterns of work, settlement,

300   international relations, consumption, family relations, and values.

301   The industrial "revolution" was energized by coal and eventually by petroleum

302   and natural gas. Fossil fuels that drive steam and electrical engines made

303   possible a huge increase in the amount of productive energy available to

304   humans. As students will learn later in the course, this revolution facilitated the

305   development of European imperialism in the late nineteenth century. Together,

306   mechanized heavy industry, a culture of mass consumption, and a global division

307   of labor continue to shape economic growth in the contemporary world, though

308   this growth continues to be lopsided in its benefits to the world's population.

309   In addition to its historical significance, the Industrial Revolution also provides

310   rich opportunities for students to develop their geographic and economic literacy.

311   Students can consider **What were the results of industrialization?** in order to

312   come away with a broad overview of how many aspects of life were transformed

313   by industrialization. Britain was the first nation to industrialize, benefitting from a

314   number of strengths. Students use a variety of maps to explore Britain's

315   resources, such as navigable rivers and large coal deposits, an available pool of

316   labor, an economic and political system that encouraged innovation. Students

317   review economic data to see how industrialization generated profits for Great

318   Britain through its role in worldwide trade and from goods produced in its

319   colonies. The inventions and discoveries of James Watt, Eli Whitney, Henry

320   Bessemer, Louis Pasteur, Thomas Edison, and others resulted in advances in

321   science and technology. Agricultural and scientific improvements allowed for a

322   more urban and healthy population. Advances in medicine led to an increasingly

323   institutionalized and professionalized medical establishment, which an increasing

324   understanding of early germ theory. These new technologies and ways of

325   understanding the world soon spread beyond western Europe to the United

326   States, and Japan, sharing knowledge worldwide. Students can also identify the

327   environmental impact of the Industrial Revolution and discuss the positive and

328   negative consequences of industrialization. Students learn that the industrializing

329   nations, for example Great Britain, were confronted with a wide array of changes

330   resulting from the Industrial Revolution. They determine that the rapidly growing

331   population was putting great demands on the natural resources available to

332   these countries, resulting for example, in a decreasing supply of wood, Great

333   Britain's primary source of energy, as well as a major resource for buildings,

334   ships, and tools (California Environmental Principle I). Students learn that Great

335   Britain created a system of factory production and coal-powered machinery to

336   resolve the energy shortage, setting the stage for it to become the wealthiest

337   country in the world. Using graphs of population growth, cotton textile, iron, and

338   coal production, as well as an array of primary sources leads students to an

339   understanding of the relevance of natural resources, entrepreneurship, labor, and

340   capital combined to the beginning of the Industrial Revolution. (See Appendix F

341   EEI Curriculum Unit Britain Solves a Problem and Creates the Industrial

342   Revolution 10.3.1.-10.3.5.)

343   The Industrial Revolution represented a fundamental shift in the production of

344   goods. Large-scale repetitive-motion machines powered by new energy sources

345   such as coal and steam improved production and required the expansion of

346   markets. However, human and animal energy remained important for the vast

347   majority of people, thereby increasing inequality between people who owned the

348   means of production and those who engaged in wage labor and subsistence

349   farming. Competing for profits, corporations grew substantially as they sponsored

350   continuous innovations in goods and carefully oversaw systems of production.

351   Wage laborers subjected to regimented work conditions in factories rapidly

352   produced inexpensive standardized goods. Industrialization also dramatically

353   changed the way of life for millions of people who were not directly involved in

354   factory work. Miners, independent farmers, and plantation workers in Africa, Asia,

355   and Latin America, were essential to the creation of commodities produced in

356   factories. Students learn about the relationship between the Industrial Revolution

357   and the growth of urban centers which resulted in, depopulation of rural areas

358   and migration to urban areas; a shift from agrarian-based society to

359   manufacturing-based society; and a change in the pressures society places on

360   natural resources. Students can consider the multiple ways in which

361   industrialization transformed people's daily lives, in terms of providing many more

362   merchantable goods in the marketplace, to standardizing time and work

363   schedules. Students can also learn about the negative consequences of

364   industrialization: overcrowded cities and housing, poor sanitation, unsafe working

365   conditions, for example.

366   The leaders of world empires reacted to industrial change in various ways.

367   Russia followed a model of government-sponsored development. In Japan, after

368   overthrowing the Tokugawa dynasty in a coup, the Meiji government rapidly

369   embraced industrialization. Japanese government ministers adapted European

370   military, bureaucratic, and educational techniques, while also creating *zaibatsus*,

371   a distinctively native form of business organization in which large family-owned

372   monopolies controlled broad sectors of the economy. Leaders in the Ottoman

373   Empire and China engaged in limited industrialization, but their choices were

374   constrained by the earlier establishment of informal European empires. This

375   accelerated their gradual military decline, which had already begun by the 1700s.

376   The following question can help students place industrialization's impact upon

377   nations in a comparative context: **How did industrial revolutions affect**

378   **governments, countries, and national identity in similar and different ways?**

379   While countries experienced industrialization in distinctive ways, they also

380   faced some similar experiences. Most states experienced similar challenges in

381   the shift to industrialized labor. Population growth accelerated in many regions of

382   the world, and the number of cities with populations of 100,000 or more

383   multiplied. Populations increasingly concentrated in urban areas where housing

384   and sanitation infrastructure could rarely keep pace with the growth in need.

385   While the standard of living gradually improved throughout the world, the

386   disparity between the wealthiest and the poorest people within countries grew.

387   To make sense of these broad shifts, students can address the question: **How**

388   **did industrialization affect ordinary people, families, and work?** Addressing

389   this question through literature from the time presents a valuable opportunity for

390   History-social science teachers to collaborate with English teachers. Teachers

391   could collective design lessons in which students learn about daily life during

392   industrialization by reading the work of Dickens, Dreiser, Sinclair, or a number of

393   muckrackers, for example. At the same time, European and American workers

394   often protested the rigid time-discipline and poor conditions of factory work.

395   Unions grew, often inspired by new ideologies of socialism, particularly Marxist

396   concepts of inherent class conflict between the profit interests of capitalists and

397   the concerns of laborers. Some socialist experimenters set up planned, or

398   utopian communities in Europe and the United States, most of them short-lived,

399   where workers would share the products of their labor or at least enjoy fair and

400   just relations with employers. Students can be introduced to the concept of

401   socialism by addressing the question: **Why did socialist ideologies emerge**

402   **and what were their key tenets?**

403   In pre-industrial societies, family units working in or near the home produced

404   most goods. Industrialization separated home from work in function and location.

405   Using relevant primary sources and literature, students can investigate the

406   impact of industrialization upon families. Middle-class families began to think of

407   home as a separate sphere for women and children to be protected from the

408   evils of the industrial environment. Women were discouraged from paid labor,

409   and children were sent to school. In many poorer families, however, both women

410   and children continued to work in the paid labor force. Although the mechanized

411   production of goods and crops dramatically changed life in industrial nations,

412   most of the world continued to engage in subsistence farming to meet basic

413   needs. Students may compare the similarities and differences in the

414   consequences of industrialization in industrial and non-industrial countries while

415   evaluating the costs and benefits of industrialization. Students can compare and

416   contrast child labor around the world today with child labor in the 1800s. To

417   advance students' understanding of ordinary people's experiences with and

418   responses to industrialization, they can examine a brief primary source, Samuel

419   Smiles' 1882 work, *Self Help.* Students might find especially useful the paragraph

420   that begins with the sentence: "The spirit of self-help, as exhibited in the

421   energetic action of individuals, has in all times been a marked feature in the

422   English character, and furnishes the true measure of our power as a nation." This

423 and the following few paragraphs illustrate one perspective on how people felt

424 about these years. Teachers can encourage students to read this as a document

425 with a particular perspective and agenda about how English people should

426 respond to their new worlds.

427

428 **The Rise of Imperialism and Colonialism**

429 • Why did industrialized nations embark on imperial ventures?

430 • How did colonization work?

431 • How was imperialism connected to race and religion?

432 • How was imperialism similar and different between colonies in Africa,

433   Asia, and Latin America?

434 • What were the causes and effects of the Mexican Revolution?

435 • How did native people respond to colonization?

436 In this unit, students examine industrialized nations' worldwide imperial

437 expansion, fueled by demand for natural resources and markets and aided by

438 ideological motives of a "civilizing mission." The question **Why did industrialized**

439 **nations embark on imperial ventures?** can help connect students' earlier

440 learning about industrialization with foreign policy. The economic strength of

441 industrialized nations gave them an advantage of cheaper goods over nations

442 that engaged in traditional manual production of goods. For much of the late

443 nineteenth and early twentieth century, local manufacturing in regions such as

444 India, China, and Latin America declined dramatically. Some scholars use the

445 label "informal empire" to refer to situations where countries, while not formally

446   colonized, became increasingly dependent on industrialized nations, which

447   sometimes threatened violence, to establish the terms and conditions of

448   international commerce.

449   The race to secure raw materials spurred European, Japanese, and

450   American imperialism. Students can continue to address the overall question

451   **Why did industrialized nations embark on imperial ventures?** and they can

452   also learn about the process of imperialism by considering the question **How did**

453   **colonization work?** Tropical products, such as rubber and tea, and other

454   resources for industrial use drove competing nations to claim political, economic,

455   and territorial rights to colonies. Students should read primary sources that reflect

456   the multiple motivations behind European imperial efforts. F. D. Lugard's *The*

457   *Rise of Our East African Empire* explains in direct clear language why in 1893

458   European leaders believed it to be necessary to expand their empires for

459   economic reasons. To locate a useful excerpt from this text, teachers should

460   search online for the paragraph that begins with the sentence: "It is sufficient to

461   reiterate here that, as long as our policy is one of free trade, we are compelled to

462   seek new markets; for old ones are being closed to us by hostile tariffs, and our

463   great dependencies, which formerly were the consumers of our goods, are now

464   becoming our commercial rivals." Students might also read Joseph Conrad's

465   *Heart of Darkness* or Adam Hothschild's *King Leopold's Ghost.* Colonizers also

466   justified their conquests by asserting arguments of racial hierarchy and cultural

467   supremacy, offering a vision of civilization in contrast to what they argued were

468   "backward" societies. Literature and poetry, such as Rudyard Kipling's "The

469   White Man's Burden," engages students with this period and deepens the ability

470   of students to understand the era within its own context. Students compare the

471   perspectives of advocates for and against imperialism and consider the way each

472   side presents evidence to support their claims. The question **How was**

473   **imperialism connected with race and religion?** can be addressed by a close

474   reading and analysis of Kipling's poem. Overall, students should understand the

475   multiple inter-connected causes and justifications for colonization: religious,

476   racial, and political uplift; economic exchange; and geopolitical power.

477   Governments in industrialized nations also viewed overseas expansion as a

478   means to strengthen their own global strategic position. The development of

479   more advanced firearms, transportation, and communications than nonindustrial

480   societies paved the way for a wave of imperialism. Britain, France, and other

481   European nations established colonies throughout Africa and South and

482   Southeast Asia, while the United States and Japan did the same around the

483   Pacific Rim, often allying with local elites and exploiting colonized peoples as

484   laborers despite sometimes strenuous resistance. Indigenous leaders in various

485   colonized regions engaged in protracted resistance to the colonizers, though they

486   were ultimately outmatched by the military superiority of the colonial powers. In

487   India, for example, students explore the environmental and social effects of

488   Britain's acquisition and control of the raw goods and markets, and in South

489   Africa, where its wealth of gold and diamonds provided the capital needed for

490   further industrialization. Students learn how the competition for and decisions

491   regarding natural resource acquisition and use influenced perspectives regarding

492 the use of colonial lands and the nature of colonial rule (California Environmental

493 Principle V). Only a few countries under European pressure, notably China,

494 Thailand, Iran and Ethiopia, retained their political independence. Students might

495 study the Opium Wars in China to learn about the ways in which British attempts

496 at controlling Chinese markets and opening ports led to extended and intense

497 conflicts. Students can demonstrate their understanding of this period–and the

498 different perspectives of both the industrialized and colonized nations–by writing

499 editorials, government position papers, giving speeches, or creating multimedia

500 documentaries for their classmates.

501 　　Although most Latin American nations were technically independent in this

502 era, they often came under the influence of European nations and the United

503 States after accepting large loans to help them develop transportation and

504 communication networks. Latin American countries produced cash crops and

505 mined raw materials in exchange for cheap goods, which disadvantaged local

506 industries. The inequality produced between wealthy and poor states, was

507 mirrored by growing divisions between "haves" and "have nots" in many of these

508 societies. These tensions led to revolutions in Mexico and elsewhere with leaders

509 competing over liberal and Marxist visions for their nations. Given students' close

510 proximity to Mexico, they might wish to focus on Mexico's experience during the

511 era of imperialism and learn about its revolution in the context of colonization.

512 Students can address the question: **What were the causes and effects of the**

513 **Mexican Revolution?** After teachers briefly review Spanish conquest, Mexican

514 independence, and the decades-long leadership of Porfirio Diaz with an

515   emphasis on race and land ownership, students should learn about the high

516   percentage of land and resources that were owned by foreign investors (mainly

517   American) in the early twentieth century. Next, teachers might wish to explain the

518   experience of the ordinary people like the Campesinos and show art from the era

519   like Diego Rivera's "Repression." Teachers should divide students into five

520   groups that are each assigned a unique perspective and primary source

521   document from the period: 1) Porfirio Diaz; 2) Moderates (represented by

522   Madero, Huerta, Carranza); 3) Emiliano Zapata and Campesinos of the South; 4)

523   Pancho Villa and the Vaqueros of the North; 5) The U.S. To locate the sources

524   that represent each of these perspectives teachers can search online for "The

525   Plan de Ayala;" "Pancho Villa's Dream;" and consult Lucia Nunez's *Episodes in*

526   *the History of U.S.–Mexico Relations* as well as John Guyatt's *The Mexican*

527   *Revolution*. After each group has identified the perspective and goals of their

528   group, the whole class should discuss areas of agreement and disagreement

529   between groups, while the teacher charts it on the board and students take

530   notes. With so many competing interests in the Revolution, students should

531   come away with a sense that the extended conflict was a nationalist and socio-

532   economic revolution. After learning about the results and consequences of the

533   Revolution, students might write a paragraph about the perspective of the person

534   they represented or make a brief speech about which leader in the Revolution

535   they would have supported and provide evidence for their position. Students can

536   continue to survey other examples of nations that stayed independent during the

537   era of imperialism by considering examples from Asia. In China, Sun Yat-Sen's

538   Republic of China replaced centuries of dynastic rule and, with great effort,

539   fought off the imperialist aspirations of foreign countries. Students further

540   research the important moments and leaders of the revolutions, including

541   SunYat-Sen of China, José Martí of Cuba, and Menelik I of Abyssinia.

542   Students can continue to consider the question **How did colonization work?**

543   in order to understand the concrete results of colonization in a variety of

544   geographic contexts. Colonizers introduced new infrastructures, medicines,

545   educational systems, and cultural norms. Print technology and more rapid

546   transportation aided the growth of organized religion. These technological

547   developments also facilitated integration of regional Indian religious traditions into

548   the larger religious tradition of the subcontinent while still retaining their regional

549   identity. Christian missionaries made use of colonial institutions and

550   infrastructure to educate and evangelize native peoples, helping to broaden

551   Christian presence around the world. Some European thinkers joined religious

552   beliefs to Social Darwinian ideas about the evolution of races, leading to

553   European efforts to "civilize" native peoples they perceived as "backward." They

554   also attempted to change practices involving marriage and women's social roles

555   to infuse Western notions of progress into the basic structures of society.

556   While some colonial peoples converted to European practices, others deeply

557   resented the violent exploitation of their people and the disruption of their

558   traditional beliefs. Students should consider the question **How did native people**

559   **respond to colonization?** in order to make sense of the multiple contexts and

560   responses to colonization. Nationalist leaders, often educated in European

561   universities, began to use ideologies rooted in the Enlightenment to challenge the

562   injustice of Western and Japanese imperialism. Europeans, in turn, were shaped

563   by their encounters with colonial peoples through their exposure to non-Western

564   religions and systems of thought for the first time. Imperial encounters

565   strengthened European nationalism at home as colonizers defined themselves in

566   response to colonial "others." Events like the Dreyfus Affair in France highlight

567   the rigidity of national identity, a symbol of injustice, the tension between the

568   rights of the individual versus the greater needs of the state, the rise of anti-

569   Semitism in Europe, and the birth of a Zionist movement as an alternative form of

570   national identity. Though the label "globalization" is often restricted to the late

571   twentieth-century, students might explore the ways in which both the processes

572   of industrialization and imperialism initiated transformations in transport and

573   communication technologies, unprecedented levels of global migration, and

574   accelerating global economic exchange.

Grade Ten Classroom Example: World History and World Literature
Background   This year at John Muir high school, the tenth grade world literature teacher, Ms. Alemi, and the tenth grade world history teacher, Ms. Cruz, have decided to collaborate and align their major units of instruction so that their students see the connections between the content taught in each discipline. A number of the reading selections and novels for the tenth grade World Literature class would support students' understandings of the historical concepts and time periods

addressed in the world history course. The teachers first determine where their curriculum already intersects and then begin planning interdisciplinary units that align the content and literacy tasks in the two courses.

World History Lessons

Ms. Cruz's tenth grade world history class is beginning a unit on the era of New Imperialism that took place roughly from the 1830's until the beginning of World War I in 1914. She introduces students to the historical investigation question for the whole unit: **What were the causes and effects of imperialism?** She then focuses students on the question for the first part of the unit: **How did Europeans justify the expansion of their colonial empires?**

Ms. Cruz's introduces excerpts from the primary source *The Dual Mandate in British Tropical Africa* written by Lord Frederick Lugard, the first British governor-general of Nigeria. The book exemplifies the major justifications that European powers gave for building their colonial empires throughout the world and explains the nature of the *dual mandate*, or that both the colonizer and the colonized benefit from colonial expansion. She provides the students with the background of the various justifications (economic, religious, social Darwinism, etc.) and students work together to pull quotes from the document that exemplify the particular justifications. Students also must explain how the evidence they selected supports the justifications. Students gain additional information from their textbooks and other primary sources that discuss the motivations that European powers had for colonizing other nations.

In order for students to gain the perspective of the indigenous peoples that were colonized by European powers, Ms. Cruz gives her students a number of first-hand accounts. Students find quotes in the texts that reflect both the perspective of colonial people and the impacts that colonization had upon their people and their nations. Ms. Cruz then leads a class discussion in which the students compare and contrast life before and after colonization as well as the perspectives of the colonizers and the colonized.

Next, students walk to different areas in the classroom in which several different primary source images that depict colonization are posted on the wall. Some of these images are political cartoons and newspaper advertisements, but others are art created during the late nineteenth century. Students must walk the gallery and record which European powers and colonies are represented in the image, what is occurring in the image, the symbols that are present in the image, and finally they must determine whether the image is *anti* or *pro* colonization and explain their reasoning. Ms. Cruz then leads a classroom discussion so that students can share out the evidence that they recorded from each image.

Summary of World Literature Lessons

Meanwhile, in world literature, Ms. Alemi's students begin a unit on African literature by reading *Things Fall Apart*. Written in 1958 by Nigerian novelist Chinua Achebe, the novel takes place in eastern Nigeria at the end of the 19th century and deals with two stories: that of Okonkwo, a respected tribal leader and *strong man* who falls from grace in his Ibo village, and the clash of cultures

and changes in values brought on by British colonialism. The story is conveyed through illustrating the life of Okonkwo and his family and the tragic consequences of his actions and events that are beyond his control. In interviews, Chinua Achebe said that he became a writer in order to tell the story from his and his people's (the Ibo) own perspective. The novel was written in English (the language of the British colonizers) and was, in large part, a response and counter-narrative to colonial texts, such as Joseph Conrad's *Heart of Darkness*, which often portrayed Africans as savages or animals.

Ms. Alemi and Ms. Cruz selected the book because it expands their students' knowledge of world literature and because the novel provides students with an opportunity to discover universal messages and themes through the lens of Ibo culture and linguistic and literary techniques that are central to that culture. The novel also supports the learning goals Ms. Cruz has for the students in world history. As the teachers research the novel, they learn that "One of the things that Achebe has always said, is that part of what he thought the task of the novel was, was to create a usable past. Trying to give people a richly textured picture of what happened, not a sort of monotone bad Europeans, noble Africans, but a complicated picture" (Princeton University Professor Anthony Appiah, cited on Annenberg Learning). The teachers feel that their students are capable of exploring these complex ideas.

Ms. Alemi will facilitate students' deep analytical reading of the novel, which will prepare them to read other texts more carefully and critically, including a

novel they select from contemporary Nigerian literature. Over the course of the unit, Ms. Alemi will engage her students to "*dig deep* into the novel, *branch out* to other texts, and *harvest* the knowledge they've gained" by applying it to other texts. See California's 2014 English Language Arts/English Language Development Curriculum Framework, Chapter 7 to see the complete lesson.

Concluding Activities for World History

The students will use the information gathered from primary sources, their textbook, and *Things Fall Apart* to participate in several mini-debates where they speculate about the short- and long-term impact of the colonial experience. The debates, or small group discussions, take various aspects of colonization, such as "What impact will the colonial experience have upon the economies of the colonial powers and their former colonies? How will the colonial experience impact the standard of living, literacy rates, and public health in the developed and developing countries? What impact will the colonial experience have upon relations between Europe and the developing countries in Asia and/or Africa?" Students would be responsible for bringing in specific examples from the novel and the primary resources to further discuss the issue and explain which country or countries would benefit most from the experience.

In Ms. Cruz's class students conclude the unit by writing an essay using the information gathered throughout the unit to address one of the following two questions: **What impact did the colonial experience have upon indigenous peoples and their countries? What impact did the colonial experience have**

upon Western colonial powers? Students must provide a clear thesis statement and specific evidence from their text, primary sources examined throughout the unit, as well as examples from the novel *Things Fall Apart.* In addition, they must provide analysis that examines how the evidence that they provided supports the argument in their thesis.

Sources:

Achebe, Chinua.1958. *Things Fall Apart.* New York: Anchor Books.

Annenberg Learner Invitation to World Literature: Things Fall Apart

(http://www.learner.org/courses/worldlit/things-fall-apart/explore/key-points.html)

CA HSS Content Standards: 10.4.1, 3

CA HSS Analysis Skills (9-12): Historical Research, Evidence, and Point of View 4; Historical Interpretation 1, 3

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 6, 9, 10, WHST.9–10.1, SL.9–10.1, 4

CA ELD Standards: ELD.PI.9–10.1, 3, 5, 6a, 6b, 7, 10a, 11a; ELD.PII.9–10.2b

575

576 **Causes and Course of World War I**

577 • Why did The Great War become a World War?

578 • How was World War I a total war?

579 • What were the consequences of World War I for nations and people?

580 • Why did the Russian Revolution develop and how did it become popular?

581 The Great War, later called World War I, began in 1914 as a result of

582 nationalist tensions in Europe and the subsequent militarization that resulted

583 from clashes between these states over colonial resources and markets. The

584   question **Why did The Great War become a World War?** can guide students'

585   initial investigation into the conflict. This insecurity led these powers to form

586   alliances, which embroiled the great powers of Europe in a multi-year conflict that

587   included soldiers from many parts of the world. The gradual disintegration of the

588   Ottoman Empire, alongside a growing militarization of the European powers,

589   created a climate of distrust that eroded the balance of power. At the advent of

590   the war, political leaders who faced social unrest at home saw the war effort as a

591   way to divert popular criticism and stoke patriotism in support of a war effort.

592   Students should learn about the complexity of why and how each state justified

593   its entry into the war. To this end, European governments created propaganda

594   aimed at encouraging the civilian population to support total war. To deepen

595   student understanding of the causes of World War I, teachers can divide the

596   class into groups representing the major participants on both sides in the war. In

597   their groups, students examine a collection of wartime propaganda and political

598   cartoons by utilizing one of the many primary-source analysis tools available

599   online to develop a visual analysis of the imagery to understand the link between

600   claim and evidence in these texts. Based on wartime propaganda, students can

601   make find similarities and differences in terms of how nations portrayed their

602   enemy states, through dehumanizing their enemy or highlighting threats to their

603   own liberty, for example.

604   The war that was to be "over by Christmas" continued as opposing armies on

605   the Western Front settled into to a stalemate through strategies and tactics in

606   which each side dug in behind a wall of trenches that reached from the North

607 Sea to Switzerland. The battles on the Eastern front covered a wider territory, but

608 also remained largely a stalemate. Using primary sources as well as literature,

609 such as Erich Maria Remarque's *All Quiet on the Western Front*, or poetry

610 including Wilfred Owen, *Dulce et Decorum est,* students can come to appreciate

611 the struggles faced by soldiers fighting in the trenches. For three years, the

612 western front moved roughly three miles per year in any one direction. Although

613 the primary battles of World War I took place in Europe, colonial soldiers from

614 Africa and Asia had participated in the war effort alongside soldiers from

615 Australia, New Zealand, and the United States, which entered the war in 1917.

616 Both military and civilian casualties resulted from a war that had many fronts. To

617 learn about the unprecedented deadliness of the war, students should address

618 the question: **How was World War I a total war?** Technological advancements,

619 such as the machine gun, poison gas, aircraft, and high explosives, allowed for

620 destruction of human life on a scale previously unknown. The advent of total war

621 meant mobilizing not only the soldiers, but also civilians on the home front and in

622 colonial territories. Entire societies and economies were focused on war. Combat

623 in Western Europe, Eastern Europe, and the Middle East (highlighted in Scott

624 Anderson's *Lawrence in Arabia*) left marks on these societies that were felt long

625 after the fighting ended.

626 By 1918, 16 million military personnel and civilians had died and millions

627 more returned home wounded; this toll was enlarged by that year's deadly

628 pandemic of the Spanish Flu. The Ottoman, Austro-Hungarian, and Russian

629 empires had disintegrated and in their place new, independent states emerged,

630   including Poland, Russia, Prussia, and Austria. In 1915, as the Ottoman Empire

631   declined, the Turkish government carried out a systematic genocide against the

632   Armenian population that had been living on its historic homeland in what is now

633   eastern Turkey. Turkish authorities first arrested hundreds of Armenian political

634   and intellectual leaders, sending them to their deaths; Armenian men were

635   conscripted into work camps where they were killed outright or through

636   exhaustion. The remaining Armenians were ordered onto death marches into the

637   Syrian desert, during which they were subjected to rape, torture, mutilation,

638   starvation, holocausts in desert caves, kidnapping and forced Turkification and

639   Islamization. More than 1.5 million Armenians, more than half of the population

640   was eliminated in this way; virtually all their personal and community properties

641   were seized by the government, and more than 500,000 innocent people were

642   forced into exile during the period from 1915 to 1923. When the war ended in

643   1918 the Armenian population was reduced by 75% and their historical lands

644   were confiscated by the Turkish government. Students may examine the

645   reactions of other governments, including that of the United States, and world

646   opinion during and after the Armenian genocide. The Red Cross's aid to

647   Armenian Genocide survivors also demonstrates the worldwide humanitarian

648   response to the crisis. They should examine the effects of the genocide on the

649   remaining Armenian people, who were deprived of their historic homeland, and

650   the ways in which it became a prototype of subsequent genocides. To connect

651   these multiple effects of war, students can consider the question: **What were the**

652   **consequences of World War I for nations, ethnic groups, and people?**

653 The decline of the imperial powers that resulted from the Great War led to

654 new political structures and political dissent in many European countries, most

655 notably a revolutionary uprising in Russia. Students can address the following

656 question: **Why did the Russian Revolution develop and how did it become**

657 **popular?** In 1917, the ineffectual Czarist leadership was overthrown. The

658 communist Bolsheviks seized power and struggled to create a new form of

659 government that established the political monopoly of the Communist Party and

660 workers' soviets. Students analyze primary and secondary sources to consider

661 the dramatic social, political, cultural, and economic effects that resulted from the

662 revolution. Students may focus their research on a specific group, such as rural

663 women, to explain cause and effect and change over time.

664

665 **Effects of World War I**

666 • How did World War I end? What were the consequences of the postwar

667   agreement?

668 • How was the Balfour Declaration implemented?

669 • What were the effects of World War I upon ordinary people?

670 • Why does the term "lost generation" refer to those that lived through or

671   came of age during these years?

672 • How did the post-World War I world order contribute to the collapse of the

673   world-wide economy?

674 In 1919, the victors of World War I—France, Britain, and the United States—

675 turned toward settling the war, organizing peace, and punishing the losers.

676 Students can address the following question as they study the short-term

677 consequences of The Great War: **How did World War I end? What were the**

678 **consequences of the postwar agreement?** President Woodrow Wilson offered

679 a vision of a peaceful postwar world order based on the principles of national

680 self-determination and free trade in his Fourteen Points. However, only some of

681 his principles were embraced by Britain and France in the Treaty of Versailles.

682 The leaders of the victorious countries drafted the treaty, which required the

683 losing powers, particularly Germany, to assume responsibility for starting the war,

684 and for paying the victors reparations with large amounts of currency and land.

685 New states were created in Eastern Europe, carved from the territories of the

686 German, Austrian, Ottoman, and Russian empires. The Treaty of Versailles also

687 established the mandate system, which granted many of the Allied Powers,

688 including Japan, administrative governance over former territories and colonies

689 of Germany and the Ottoman Empire. However, in Africa and Asia, colonized

690 peoples who had fought for the British and French soon realized that they would

691 not be granted self-determination like Eastern Europeans were. Consequently,

692 nationalist leaders began to organize independence movements to oppose the

693 authority of colonial powers. The political and social map of the Middle East

694 continued to be redrawn through Britain's Balfour Declaration of 1917, which

695 granted Jews involved in the Zionist movement a homeland in Palestine.

696 Students should learn about the significance of postwar agreements in setting

697 the world map and basis for future conflicts by addressing the question: **How**

698 **was the Balfour Declaration implemented?** Students can deepen their

699   understanding of the effects of treaties that ended World War I and their legacy

700   through simulations that divide the class into states— including Great Britain,

701   Germany and the Ottoman Empire, Russia, and newly independent nations, such

702   as Czechoslovakia, – to debate political and economic policies of the post-war

703   period.

704   The last of Wilson's Fourteen Points was the creation of a League of Nations

705   in order to promote permanent peace. Although Wilson arduously rallied for

706   Congress to join the League, American isolationists were reluctant to enter into

707   potentially indefinite alliances and thus never consented to join. The American

708   failure to participate undermined the League's effectiveness in implementing its

709   goals.

710   At the end of the war, society and culture was dramatically altered. Students

711   should address the longer-term consequences of World War I by considering the

712   question: **What were the effects of World War I upon ordinary people?**

713   Veterans often came home injured mentally (what is now termed post-traumatic

714   stress disorder or traumatic brain injuries) and physically. These men, along with

715   the millions that did not return home, served as a constant reminder of the

716   horrors of modern warfare. Individuals and groups reacted to the dislocation they

717   felt from the war experience by turning to novel cultural expressions and social

718   organizations. Artists and authors created counter-cultural art movements

719   summed up in the term modernism that expressed the disillusionment felt by

720   many and challenged entrenched styles, traditions, and hierarchies. For

721   example, Pablo Picasso and the self-identifying "lost generation" that included

722   Gertrude Stein, Ernest Hemingway, and F. Scott Fitzgerald, among others,

723   represented and documented the cultural shift initiated by the experience of war.

724   Students can survey the artistic expressions of these years by addressing the

725   broader question: **Why does the term "lost generation" refer to those that**

726   **lived through or came of age during these years?**

727   It is also extremely important for students to understand the connection

728   between the post-war world and the Great Depression; this question can help

729   students make that link: **How did the post-World War I world order contribute**

730   **to the collapse of the world-wide economy?** Europe's economy was

731   weakened as a result of the economic and social costs of World War I and was

732   increasingly supported by American loans. Germany alone was saddled with $33

733   billion in war reparations. Worldwide agricultural production increased, leading to

734   falling prices and lack of buying power on the part of rural consumers for

735   manufactured goods. Industrialized nations reacted by increasing protective

736   tariffs, which stifled international trade. These economic trends, along with

737   perverse monetary and fiscal policies, trade protection, and the Dust Bowl in the

738   U. S., and the the burst of the stock market bubble and the collapse of the

739   international banking system, led to the Great Depression, a time when incomes

740   eroded and unemployment increased throughout the world. This economic

741   collapse further undermined liberal democratic regimes and was a major blow to

742   global trade. As a result, many nation-states developed policies that

743   strengthened the national economy and raised tariffs, turning away from the free

744   market and open trade. Students can learn about change over time and

745 understand the world-wide slow down by comparing levels of productivity, rates

746 of unemployment, and gross domestic income in several industrialized nations in

747 the years 1929, 1931, and 1934.

748

749 **Rise of Totalitarian Governments after World War I**

750 • Why did communism and fascism appeal to Europeans in the 1930s?

751 • What were key ideas of communism? How were the ideas translated on

752 the ground?

753 • What was totalitarianism and how was it implemented in similar and

754 different ways in Japan, Germany, Italy, and the Soviet Union?

755 • How did Nazis come to power? Why did ordinary people support them?

756 With the collapse of the capitalist market system that caused the Great

757 Depression, political alternatives to liberal democracies emerged, particularly

758 communism and fascism. Through the use of graphic organizers, debates, and

759 position papers, students may compare and contrast how these communist and

760 fascist governments responded to the collapse of the capitalist system during the

761 Great Depression. With a side-by-side comparison of these political alternatives,

762 students can provide an answer to the question: **Why did communism and**

763 **fascism appeal to Europeans in the 1930s?**

764 After the Russian Revolution, communism emerged as an alternative to

765 Western-style capitalism in the Soviet Union. Lenin's New Economic Policy

766 temporarily allowed capitalism until the Soviet economy stabilized after the civil

767 war that followed the Revolution. The following question can help students

768   grapple with the ideals versus realities of developments in the Soviet Union:

769   **What were key ideas of communism and how were the ideas translated on**

770   **the ground?** Joseph Stalin rose to leadership after the death of Lenin and his

771   Five-Year Plans provided a Marxist model of state-run development in direct

772   opposition to capitalism. Under Stalin, the Soviet Union achieved extraordinary

773   economic growth between 1928 and 1939, but this expansion came at a huge

774   human cost. Stalin's industrialization plan included forced collectivization of

775   peasant farms, which ultimately resulted in a massive loss of life. The

776   government established a system of Gulag labor camps in the Soviet Union and

777   Siberia to contain political opposition. Stalin's political consolidation led to the

778   imprisonment and death of many, including wealthy peasants, non-Russians, and

779   members of the Communist Party suspected of disloyalty. Students should learn

780   about the magnitude of the imprisonment, persecutions, and death caused at the

781   by totalitarian rule. Students should learn about the connection between

782   economic policies and political ideologies, including the crushing of workers'

783   strikes. With this background they can also examine the famine in Ukraine that

784   led to the starvation of millions of people; the political purges of party leaders,

785   artists, engineers, and intellectuals; and the show trials of the 1930s. The

786   following primary sources are particularly useful in communicating the appeal of

787   Revolution, the importance of the cult of personality in maintaining support for it,

788   and the perspective of ordinary people: 1) Lenin's Proclamation of 7 November,

789   1917; 2) Joseph Stalin, Industrialization of the Country (teachers can search

790   online for a passage that starts with the phrase: "The whole point is that we are

791   behind Germany in this respect and are still far from having overtaken her

792   technically and economically."); 3) Hymn to Stalin; 4) Lev Kopelev's, *Education of*

793   *a True Believer* (search online for the phrase that begins with "Stalin said the

794   struggle for grain was the struggle for revolution.*"*); 5) Posters in support of

795   revolutionary goals. In addition, by analyzing examples of socialist realist art or

796   reading George Orwell's *Animal Farm,* Arthur Koestler's *Darkness at Noon,* or

797   Aleksandr Solzhenitsyn's *Gulag Archipelago* students can acquire deeper

798   insights into this period.

799   One way that some historians have compared transformations in Europe

800   during the interwar years is through the concept of totalitarianism, or a

801   centralized state that aims to control all aspects of life through authoritarian use

802   of violence. This question about totalitarianism can help frame students'

803   comparative explorations of governments and social systems during these years:

804   **What was totalitarianism and how was it implemented in similar and**

805   **different ways in Japan, Germany, Italy, and the Soviet Union?** Using this

806   strategy, students can examine the similarities and differences between the

807   political structures of the Soviet Union, Germany, and Italy in the 1930s. The

808   Weimar Republic had emerged from World War I as an example of the

809   implementation of liberal democratic principles. However, with the debts of World

810   War I, soaring inflation, and the Depression, portions of the populace and political

811   establishment who were anxious about radicals turned to the leadership of Adolf

812   Hitler. Although Hitler's Nazi party never won an outright majority in any German

813   election, he was able to exploit enough fear and uncertainty and form alliances

814   with other conservatives that opposed Weimar democracy to gain the position of

815   Chancellor in 1933. Once they had a foothold in government, the Nazis

816   consolidated their power by limiting dissent and imprisoning opponents,

817   homosexuals, the sick and elderly,restricting the rights of Jews and other "non-

818   Aryans," and rearming the German military. Students can learn about the rise of

819   the Nazis by addressing the question: **How did Nazis come to power? Why did**

820   **ordinary people support them?**

821   Fascism provided a nationalist and militaristic alternative to both the individual

822   rights privileged in liberal democracies and to communism. The fascists in Italy

823   and the Nazis in Germany established state-directed economies, rearmed their

824   militaries, and imposed gender, religious, and racial hierarchies in the name of an

825   ultra-patriotic nationalism. Students should understand the resentment of the

826   German people to the crushing reparations imposed on them by the Treaty of

827   Paris, the rampant inflation and resulting hardships of the German people during

828   the rise and fall of the Weimar Republic, and the apparent economic miracle

829   attributed to the Nazi regime as it prepared for war.

830

831   **Causes and Consequences of World War II**

832   • Why was the death toll so high during World War II?

833   • What were the key goals of the Axis and Allied powers? How was the war

834   mobilized on different fronts?

835   • How did technology affect World War II?

836   • How was World War II a total war? How did World War II's actors, goals,

837   and strategies compare with World War I?

838   • How was the Holocaust carried out?

839   The study of Nazism and Stalinism leads directly to an analysis of World War

840 II and its causes and consequences. The war itself was truly global and included

841 battlefronts in Europe, Asia, Africa, and the Pacific. Historians estimate that 60

842 million, or three percent of the total population, died as a result of World War II.

843 This toll includes a large casualty rate among civilians who were swept up in

844 ground campaigns and were victims of bombing. An overall question students

845 should consider at the outset and continually throughout their studies of World

846 War II is: **Why was the death toll so high during World War II?**

847   To become oriented to the leading nations in the conflict, students continue to

848 learn about the German, Italian, and Japanese attempts to expand their empires

849 in the 1930s. As in Italy and Germany, Japan's authoritarian government,

850 increasingly dominated by the military, controlled portions of the economy and

851 furthered imperial ambitions. The expansionist goals of Italy, Germany, and

852 Japan translated into specific instances of military aggression, first in China, then

853 in Europe, and finally in the United States, that drew the Allies into war with these

854 Axis Powers. In Germany, as Hitler began to stretch his empire toward Austria

855 and Czechoslovakia, Britain and France initially employed a policy of

856 appeasement, while the United States Congress passed a series of "Neutrality

857 Acts" designed to keep the nation on a path of nonintervention. Both Europe and

858 the United States were entangled in domestic financial crises, and the American

859   populace especially displayed strong isolationist impulses, even convincing

860   Congress to hold investigations about possible malicious business interests that

861   had led the country to enter World War I. Appeasement of Hitler finally came to

862   an end when Germany invaded Poland on September 1, 1939, and World War II

863   began in Europe. By then, Japan, an imperial power that had already colonized

864   Korea in 1910 and occupied Manchuria in 1931, invaded China. Students should

865   learn about the Sino-Japanese War as context for making comparisons between

866   ideologies, goals, and strategies of the Axis powers. In China, Japanese military

867   advances led to the death of thousands of civilians, including the horrors of the

868   "Rape of Nanjing." Once war broke out in Europe, the Japanese took advantage

869   of Hitler's conquests in Western Europe to seize European colonies in Asia.

870   However, the Japanese saw American power in the Pacific as an obstacle to

871   their imperial plans, leading them to bomb the United States naval base at Pearl

872   Harbor in 1941.

873   Through map study, students should identify formation of Allied and Axis

874   alliances, as well as changes in the makeup of the alliances. They can consider

875   the following question to understand the broad outlines of wartime alliances:

876   **What were the key goals of the Axis and Allied powers? How was the war**

877   **mobilized on different fronts?** Students should learn about the significance of

878   the Stalin-Hitler Pact of 1939 and its effects in partitioning Poland and bringing

879   Latvia, Lithuania, and Estonia under Soviet control. They should also identify the

880   pact's breakdown and the subsequent Soviet alliance with the Allied nations.

881   "This war is a new kind of war…It is warfare in terms of every continent, every

882   island, every sea, every air lane in the world." As President Franklin Delano

883   Roosevelt's 1942 statement reveals, soldiers from throughout the world used

884   tanks, airplanes, and submarines more extensively than in World War I, wreaking

885   massive destruction on military and civilian populations alike. This question can

886   frame students' investigations into the unique advances in warfare technology:

887   **How did technology affect World War II?** Deploying a highly mechanized army

888   and *blitzkrieg* warfare, Germany's military conquered large portions of Europe in

889   a short time and expanded the war to include both western and eastern fronts.

890   Bombing of civilians brought fear, death, and destruction to populations in

891   Europe, Japan, and elsewhere. Through the use of primary sources, such as

892   excerpts from radio programs, newsreel shorts, eyewitness accounts, newspaper

893   articles, and photographs from the period, students can gain a better

894   understanding of the struggles faced by both soldiers and civilians. This question

895   will encourage students to make claims, supported by reasons and evidence:

896   **How was World War II a total war? How did World War II's actors, goals,**

897   **and strategies compare with World War I?** The activity could be used to

898   explore war aims and strategies at the outset, in the midst of it, or at the war's

899   conclusion. Students can use documents including the Atlantic Charter, Four

900   Freedoms Speech, and others to support their claims.

901   For much of the European war, the Soviet Union bore the brunt of German

902   aggression on the eastern front, leading to the death of tens of millions of

903   soldiers and civilians. With America's entry into the war, the Allies organized a

904   counteroffensive that mobilized massive civilian resources to combat the Axis

905   powers. The Allies retaliated with land and aerial campaigns in North Africa, the

906   Middle East, Italy, and occupied France which weakened the overstretched Axis

907   powers. Overland re-supply routes, like in Iran, were critically important to the

908   war effort while greatly impacting the local populations. The question: **How was**

909   **the war mobilized on different fronts?** can help students make comparisons

910   between different areas. Students may explore the tensions that existed between

911   the Allied powers and how these served as a prelude to the divisions between

912   the West and the Soviet Union in the postwar period.

913   The war ended with the collapse of the Axis regimes. Heavy fighting in both

914   Western and Eastern Europe crushed the German military, while the island-to-

915   island skirmishes in the Pacific pushed back the Japanese forces, culminating in

916   a heavy bombing campaign of the Japanese islands. Students can learn about

917   the on-the-ground realities of fighting on the Pacific front by learning about key

918   battles like Midway, the role of the Filipino-American alliance, and the intense

919   brutality of fighting due to racialized understandings that Japanese had toward

920   American soldiers and vice-versa. "Comfort Women," a euphemism for sexual

921   slaves, were taken by the Japanese Army in occupied territories before and

922   during the war. "Comfort Women" can be taught as an example of

923   institutionalized sexual slavery, and one of the largest cases of human trafficking

924   in the twentieth century; estimates on the total number of comfort women vary,

925   but most argue that hundreds of thousands of women were forced into these

926   situations during Japanese occupation. Finally, in August 1945, the United States

927   unleashed its most deadly weapon, the atomic bomb, in Hiroshima and

928   Nagasaki, killing more than 200,000 people, forcing Japan to surrender, and

929   ending World War II. Teachers may ask students to debate the controversies

930   regarding the American decisions to launch the attacks.

931   Before and during the worldwide conflict, the Nazis implemented racial

932   policies across the portions of Europe they controlled. The question: **How was**

933   **the Holocaust enacted?** can guide students' exploration into the magnitude,

934   terror, and loss of life caused by Nazi policies. These policies drew upon racial

935   and eugenicist ideologies. Jehovah's Witnesses, Poles, Gypsies, homosexuals,

936   and political activists faced harassment, imprisonment, and death. Jews were the

937   particular targets of Nazi violence. Germans and their allies ultimately killed some

938   six million Jews and others through starvation, forced labor, and by shooting and

939   gassing victims. Sensitivity and careful planning are needed to bring the history

940   of this period to life for students in a thoughtful and responsible way. The sheer

941   scope, the action (or inaction) of civilians, and the inhumanity of the Holocaust

942   can be overwhelming to some students. Utilizing memoirs, such as Elie Weisel's

943   *Night*, teachers can provide students with a deeply personal understanding of the

944   Holocaust, as can the use of carefully selected primary source materials.

945   Students can also review recorded testimonials of Holocaust survivors, and

946   teachers can reach out to academic and public institutions like the United States

947   Holocaust Memorial Museum to find ways to connect students to the Holocaust.

948   Students may also examine instances of resistance to the Holocaust by Jews

949   and others. While on the one hand it is incredibly challenging to teach the

950   enormity and severity of the Jewish experience during the war, teachers also

951   often face challenges when trying to explain to students how "the final solution"

952   could be carried out by Germans. It took thousands of ordinary Germans to

953   operate the machinery of death; the German military, infrastructure, and even

954   economy was mobilized to kill people. While students may want to dismiss and

955   apply moral judgements to all Germans who participated in the extermination, it

956   is important for teachers to get beyond that moral reaction and to emphasize how

957   in wartime, ordinary people do terrible things and they should trace how the

958   German machinery of death grew as large as it did, and why Germans were

959   complicit in it. Primary sources from the Nuremberg Trials and wartime statistics

960   can help students learn about the scale of the Holocaust. Immediately following

961   the war, genocide, the systematic killing of members of an ethnic or religious

962   group, was established as a crime under international law through the

963   development of the United Nations.

964

965   **International Developments in the Post-World War II World**

966   •   How did the Cold War develop?

967   •   How was the Cold War waged all over the world?

968   •   How did former colonies respond to the Cold War and liberation?

969   •   How and why did the Cold War end?

970   The effects of World War II reverberated around the world, intensifying three

971   earlier trends whose effects persisted well into the twenty-first century:

972   decolonization, the Cold War, and globalization. The war accelerated the decline

973   of European power worldwide and the rise of the United States militarily,

974   economically, and culturally. Nationalist movements fueled by colonial subjects'

975   participation in war efforts placed increasing pressure on European powers to

976   grant independence. The postwar period also witnessed an escalation in hostility

977   between the U.S. and the Soviet Union. Throughout the Cold War, the U.S. and

978   the Soviet Union intervened politically, militarily, and economically in dozens of

979   nations in Asia, the Middle East, Africa, Latin America, and the Caribbean in an

980   effort to protect their strategic interests. Also during the postwar period, economic

981   globalization produced the largest world market in history, spreading both

982   products and cultural values around the world.

983   One of the most significant effects of World War II was the emergence of the

984   Cold War, which ultimately affected much of the world, including the developing

985   world in Asia, Africa, the Middle East, and Latin America. Students can begin

986   their Cold War studies by addressing the multi-causational question: **How did**

987   **the Cold War develop?** Students should explore the differences between the

988   capitalist-democratic United States and the communist-authoritarian Soviet

989   Union. These differences were apparent before the war, although they did not

990   prevent an alliance against the Axis powers. After the war, hostility increased as

991   the two nations disagreed sharply over plans for postwar Europe, especially

992   Germany. The fragile alliance preserved at the Yalta Conference (at a terrible

993   cost to Poland) in February, 1945, between Stalin, Roosevelt, and Churchill

994   disintegrated in the following months, especially following Roosevelt's death and

995   the dropping of the atomic bombs. American distrust of the Soviet Union grew

996 after its expansion into Eastern Europe, while the Soviets justified large troop

997 concentrations on the recent German invasion from the West. Both the US and

998 the Soviet Union competed to bring non-aligned and newly liberated countries

999 into their respective camps. Through the use of structured primary-source

1000 analysis activities, teachers can develop student understanding of this period.

1001 Students can also develop their critical thinking and oral language in their study

1002 of the Cold War by engaging in a Yalta press conference in which the class is

1003 divided into representatives of the United States, the Soviet Union, and Great

1004 Britain, as well as members of the press corps. Students can also view a variety

1005 of postwar speeches, articles, and military decisions to debate when the Cold

1006 War actually began. For example, they can read Winston Churchill's "Sinews of

1007 Peace" Speech delivered in 1946 and Joseph Stalin's interview in *Pravda* from

1008 March 14, 1946. Read closely together, students will learn about how Churchill

1009 and Stalin each laid blame on the other nation for intensifying relations.

1010   Employing a variety of primary-source documents, pictures, and maps from

1011 the era, students examine the two superpowers' different plans for Europe after

1012 the war. The following question will help frame students' comparative learning

1013 about the multiple fronts and strategies of waging the Cold War: **How was the**

1014 **Cold War waged all over the world?** The Soviet Union consolidated its control

1015 over central Europe with the division of Germany and the creation of satellite

1016 states in eastern and southeastern Europe. The Soviets consolidated their

1017 empire in Eastern Europe using repressive tactics that had been used in their

1018 home state. The United States became involved in supported the re-

1019   establishment of liberal democratic states in Western Europe. It developed the

1020   Marshall Plan, a massive American economic recovery project for Western

1021   Europe which helped to rebuild European economies at the same time that it

1022   helped create jobs and income at home ,. and the Truman Doctrine, which

1023   affirmed American support for people fighting against communist insurgents. The

1024   Soviet Union viewed these plans as an effort to protect American hegemony in

1025   Europe. In response to the formation of the North Atlantic Treaty Organization

1026   (NATO), a 1949 military alliance between the United States, western European

1027   nations, and Canada, the Soviet Union initiated the Warsaw Pact of 1955, which

1028   aimed to protect its eastern European territory and broader sphere of influence.

1029   Uprisings in Poland and Hungary (1956), and Czechoslovakia (1968) exposed

1030   fractures within the Soviet sphere of influence by revealing insurgent sentiment

1031   from those presenting what they considered a purer form of communism, as well

1032   as by anti-communists.

1033   The Cold War grew in intensity as the Soviet Union developed atomic

1034   weapons in an effort to catch up to the U.S. militarily. An arms race continued for

1035   decades as the superpowers competed over advancements in nuclear weapons

1036   technology. After a long civil war, communists, led by Mao Zedong, came to

1037   power in China, expanding the geographic scope of the Cold War. The presence

1038   of communist China complicated the earlier bipolar Cold War world, as tensions

1039   developed between the two communist powers. The Great Leap Forward (1958-

1040   1961) and the Cultural Revolution (1966-1976) caused massive turmoil in China.

1041   Students should learn about the unrest and disorder in China during these years;

1042 elites were made to work on farms; there was arbitrary application of

1043 revolutionary justice; the Red Guard even turned on members of Mao's own

1044 party. The question **How was the Cold War waged all over the world?** can

1045 continue to frame students' understanding of the Chinese experience. Moreover,

1046 if students learn about the ascent of Communism in China in the middle of the

1047 twentieth century, it will lay the ground work for their understanding of its later

1048 status when its markets opened, but political system did not.

1049   Cold War economic and political competition spread throughout East and

1050 Southeast Asia, the Middle East, Africa, and Latin America. Both superpowers

1051 constructed regional alliances in an effort to counter their opponents' power.

1052 Given the high stakes of nuclear war, the two superpowers engaged in a number

1053 of wars by proxy. Using a variety of maps, primary sources, and classroom

1054 simulation activities, students learn that throughout the Cold War, the United

1055 States and the Soviet Union intervened politically, militarily, and economically in

1056 dozens of nations in Asia, Africa, Latin America, the Middle East, and the

1057 Caribbean in an effort to protect their strategic interests. While students will learn

1058 about the war in Vietnam in eleventh grade, teachers should select examples of

1059 Cold War proxy wars from each continent affected by the global conflict.

1060 Students should be sure that they consider the varied perspectives of the people

1061 on the ground in each nation, as well as the American and Soviet interests. This

1062 question can help students connect de-colonization to Cold War struggles and

1063 place them in a comparative context: **How did former colonies respond to the**

1064 **Cold War and liberation?**

1065   These "Third World" interventions intersected with movements for

1066   independence and nation-building, creating opportunities for nationalist leaders

1067   to improve their political position by playing superpowers against each other. But

1068   superpower interventions also complicated internal developments in those

1069   regions, often compelling leaders or factions to align with one or the other

1070   superpowers and follow their development plans. Teachers should consider

1071   assigning a research project in which students study in depth one "hot spot" in

1072   the Cold War, which was a site of intense conflict outside of the Soviet Union and

1073   United States. The Cold War Blueprint provides detailed instructions and sources

1074   for these ten hot spots: Algerian War of Independence (1954-1962); Afghanistan

1075   (1979-1989); Cambodia (specifically the Cambodian genocide); Angola;

1076   Nicaragua; Guatemala; Congo; Iran; Hungary; Cuba. The Blueprint is a free

1077   curriculum developed by the California History-Social Science Project

1078   (http://chssp.ucdavis.edu; see vignette below for more information and alternative

1079   examples).

1080   A wave of new states formed throughout Asia and Africa, promising liberal

1081   democratic governments and market economies. India led the way in 1947,

1082   becoming the world's largest democracy. Falling economic opportunities after the

1083   oil crisis of the 1970s prompted a wave of migrations from former colonies to

1084   imperial metropoles, or former imperial centers. Britain, France, and other

1085   western European nations became increasingly diverse as former subjects

1086   relocated there permanently in search of economic opportunity.

Grade Ten Classroom Example: Why and How was the Cold War Fought?

Mr. Stan's tenth grade world history class is studying the historical movement known as decolonization as part of their Cold War studies. In his initial discussion with students, Mr. Stan emphasizes that the end of colonial empires was not caused by the Cold War, but that former colonies frequently became entangled in the dispute between East and West. He also introduces a new term, Third World Order, before asking students to write down their focus question for this unit, **"What was the Third Way?"**

Using short secondary source selections from *The History Blueprint's* Decolonization chapter, Mr. Stan has students first read and then discuss in groups historical background on imperialism in the nineteenth century, efforts to secure colonial independence, the fate of colonies in World War II, nationalism movements, and interactions between former colonies and the US and the Soviet Union. Students also study maps that highlight the three world orders, and misalignment between political, religious, and ethnic borders.

Mr. Stan next asks his students to work in groups of two or three to analyze, in detail, demographic, health, education, and economic information about countries from each of the three world orders in 1960 in order to help them better understand the distinction between the three world orders.

Mr. Stan's students use that analysis, plus a graphic organizer, to help them read and discuss two primary sources that specifically address the focus question, "What is the Third Way?" an excerpt from *The Wretched of the Earth* by

Frantz Fanon, and a 1956 address by Jawaharal Nehru. Students read both documents carefully, and working in pairs, take note of the author and his perspective, identify specific goals within each document, and define their impression of the author's definition of the Third Way. Finally, students define Third Way in their own words, both orally and in writing.

Next, students apply their working definitions of Third Way by studying Egypt's Gamal Abd al-Nasser's decision to nationalize the Suez Canal in-depth. Students read and discuss the historical background of the Canal, starting with its development in the nineteenth century, Egypt as a British protectorate, Nasser's revolution, and the invasion of Egypt by British, French, and Israeli troops in 1956. Students then analyze Nasser's 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, and Indonesia. Each group formally presents their position on the crisis, informed by additional primary source evidence provided by Mr. Stan, through a poster, a written position paper, an oral presentation, and active participation in an open debate with other countries.

Source: This classroom example is a summarized version of the "Decolonization" lesson from *The History Blueprint: The Cold War*, Copyright © 2013, Regents of the University of California, Davis Campus. The History Blueprint is a free

curriculum developed by the California History-Social Science Project

(http://chssp.ucdavis.edu), designed to increase student literacy and

understanding of history. Three units are available for free download from the

CHSSP's website, including The Cold War, a comprehensive Standards-aligned

unit for tenth and eleventh grade teachers that combines carefully selected and

excerpted primary sources, original content, and substantive support for student

literacy development. For more information or to download the curriculum, visit:

http://chssp.ucdavis.edu/programs/historyblueprint.

CA HSS Content Standards: 10.9.2, 6

CA HSS Analysis Skills (9-12): Chronological and Spatial Thinking 3

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 6, 8, 9, WHST.9–10.1, SL.9–10.1, 4

CA ELD Standards: ELD.PI.9–10.1, 2, 3, 6a, 9, 10a, 11a; ELD.PII.9–10.1

1087

1088   As industrialized nations grew more dependent on foreign oil, the Middle East

1089   became a central battleground of the Cold War. Students can continue their

1090   comparative studies of the Cold War in the Middle East by considering this

1091   question: **How was the Cold War waged all over the world?** In the Middle

1092   East, nationalism emerged as powerful force. For example, Iran nationalized its

1093   oil industry after WWII, provoking an international backlash that ultimately ended

1094   in a CIA-led coup d'etat in 1953. Middle Eastern nations also often tried to play

1095   one superpower against the other. The legacy of the Holocaust greatly influenced

1096   world opinion favoring the idea of a Jewish state. In 1947, the United Nations

1097 passed a partition plan that would have divided Palestine into separate Jewish

1098 and Arab states. When the British Mandate of Palestine expired in 1948, David

1099 Ben-Gurion established the Jewish state of Israel. Students should return back to

1100 the Balfour Declaration and recall the competing interests in the creation of

1101 Israel. In response to an independent Israel, the Arab states surrounding Israel

1102 launched an invasion of the newly-declared nation. Students should use this

1103 post-colonial and Cold War background as part of the context that frames the

1104 ongoing struggles in the Middle East.

1105 After nearly half a century of proxy wars and worldwide tensions related to

1106 the Cold War, the Soviet Union collapsed from both internal and external

1107 weaknesses. Students can consider the question: **How and why did the Cold**

1108 **War end?** to chart developments that led to the dissolution of the Soviet Union.

1109 Economic problems within the nation and an overburdened military weakened

1110 the country. Gorbachev's reform policies unintentionally encouraged dissidents to

1111 push for even greater change, ultimately leading to the breakup of the Soviet

1112 Union. Its disintegration spawned several independent republics, reflecting the

1113 principles of national identity and self-determination. Teachers can use the Cold

1114 War Blueprint lesson on the end of the Cold War to help students identify change

1115 over time and cause and effect in bringing about the end of the Cold War. The

1116 lesson highlights the breakdown of détente, pressures on the Soviet Union like

1117 the ongoing war in Afghanistan and dissidents, developments in the United

1118 States, and the diplomatic relations between the American leaders. These

1119 complex inter-connected causes help students to navigate the web of worldwide

1120 relations through the late 1980s.

1121

1122 **Nation-Building in the Contemporary World**

1123 • How have nations organized in the post-Cold War world?

1124 • How have nations struggled in similar and different ways to achieve

1125 economic, political, and social stability?

1126 • How have developing nations worked together to identify and attempt to

1127 solve challenges?

1128 Stretching from the World War II years through the contemporary period,

1129 former colonies and dependent nations have embraced different political and

1130 economic systems forms of government in an effort to provide stability and

1131 security. Students can study the past thirty years of global history in a

1132 comparative context by addressing the question: **How have nations organized**

1133 **in the post-Cold War world?** Through the study of diverse regions and peoples,

1134 students learn in this unit that many nations share similar challenges in

1135 attempting to unite. This question can help guide students as they explore

1136 common challenges faced by nations: **How have nations struggled in similar**

1137 **and different ways to achieve economic, political, and social stability?** For

1138 example, as in some European countries, the presence of multiple ethnic,

1139 linguistic, and cultural groups within the borders of an individual state influenced

1140 nation-building efforts in developing regions. Further, many places have

1141 experienced civil wars or regional disputes that led to civilian casualties. Dictators

1142 continue to rule several nation-states. At the same time, other countries have

1143 shifted to civilian governments and popular, free, multiparty elections. In this unit,

1144 students can engage in a comparative analysis of postcolonial developments in

1145 at least three of the following regions: Africa, the Middle East, Latin America, or

1146 China. Students can demonstrate their understanding of the contemporary world

1147 through multimedia projects, written reports, or structured oral presentations.

1148 Teachers may also want to add a civics component to this unit, in which students

1149 are asked to participate in a virtual or real life situation that connects them to the

1150 region or topic of study.

1151   Newly independent nations faced many challenges in the post-colonial era.

1152 These new countries inherited colonial borders that artificially divided some

1153 ethnic groups into multiple states. The opposite process was equally destructive:

1154 new governments used coercive and authoritarian means in attempts to unify

1155 multiple ethnic groups within their inherited colonial borders into nation-states

1156 where loyalty centered on the state. In many cases, European nations continued

1157 to exercise considerable political and economic influence over former colonies,

1158 challenging the autonomy of these states. Serious problems achieving economic

1159 development contributed to the lowest longevity rates in the world. While most

1160 residents in sub-Saharan Africa experienced modest living for decades, many

1161 states have experienced rising standards since the beginning of the millennium.

1162 Students might consider more recent developments in Botswana to learn about

1163 rising standards of living and engaged citizenship. Several countries contain

1164 important natural resources, including petroleum, which may assist economic

1165 development and provide the opportunity for these nations to move beyond

1166 colonial economies based on extractive industries, to more balanced economic

1167 growth. and improve quality of life in coming years. One of the greatest

1168 challenges to stability in Africa has been the AIDS epidemic, which has killed or

1169 disabled otherwise productive laborers and taxed economic resources. Several

1170 stable republics exist, however, including Botswana, Ghana, Morocco, and South

1171 Africa, where Apartheid gave way to multi-party democracy in the 1990s, though

1172 these countries continue to be challenged by an unequal distribution of wealth,

1173 corruption, and one-party rule.

1174   In the Middle East, tensions between Israel and its neighbors remain high,

1175 especially over a future Palestinian state (typically referred to as the two-state

1176 solution) and Arab recognition of Israel. Differences within Islam between Sunni

1177 and Shia communities have provided ideological fuel for political controversies.

1178 The emergence of Iraq as the first Arab Shia-controlled nation has complicated

1179 regional relations. Iran has been a Shia-controlled country for centuries and since

1180 the Islamic Revolution in the late 1970s has been ostracized by the international

1181 community and most regional states. The fragile political affairs of the area are

1182 further aggravated by its strategic importance as a supplier of global oil,

1183 unresolved problems of displaced Palestinian refugees, the recurrent use of

1184 terrorism, and territorial disputes. The 2009 presidential election protests in Iran

1185 and the widespread unrest and political change that began in 2011 (often called

1186 the Arab Spring) are important examples of contemporary political change in the

1187 region. Careful study of political and natural resource maps help students

1188 understand the relative location and the geopolitical, cultural, military, and

1189 economic significance of such key states as Saudi Arabia, Turkey, Syria,

1190 Lebanon, Jordan, Israel, Kuwait, Iraq, and Iran.

1191   Latin American conflicts have often reflected differences between indigenous

1192 people and mestizos, as well as between leftist and conservative ideologies and

1193 socialist and capitalist economies. In the 1980s, several Central American states

1194 experienced protracted civil wars, but by the 1990s these conflicts had subsided,

1195 though their underlying issues remained unresolved. Some states, such as Costa

1196 Rica and Peru, have long-lived stable democracies, while achieving growth in a

1197 globalized economy. As a case study, students may look at present-day Mexico,

1198 a nation shaped by its revolution of 1910-20, and the political, economic, and

1199 social system that emerged from it. Among Mexico's strengths are its sense of

1200 national identity, and relative political stability and , and successful economic

1201 development. Students can compare Mexico's experience in an international

1202 context, emphasizing its ties to other Latin American nations as well as its

1203 complex relationship with the United States, especially in light of the North

1204 American Free Trade Agreement. Students might also investigate why the drug

1205 trade (and the violence it spawns) is a serious problem in Mexico and several

1206 states in South America. They should also learn about immigration from the

1207 Mexican perspective, understanding the plurality of "push" and "pull" factors that

1208 have encouraged Mexican migration over the past thirty years.

1209   Students can explore countries in the developing world collectively by

1210 addressing the question: **How have developing nations worked together to**

1211 **identify and attempt to solve challenges?** Petroleum exports have been a

1212 source of economic vitality for Organization of Petroleum Exporting Countries

1213 (OPEC) members in the Middle East and Latin America. But many other Latin

1214 American and African nations have often been forced to rely on the export of a

1215 few raw materials as the basis of their economies, which can also fluctuate in

1216 value drastically on the world market. As a result, some nations have ended up

1217 deeply in debt to foreign banks. They have often turned to international financial

1218 institutions, such as the International Monetary Fund (IMF), for assistance, which

1219 generally require their governments to undertake drastic cuts in social services

1220 as a condition for receiving loans.

1221   Since the 1980s, several Asian countries (particularly China, Singapore, Hong

1222 Kong, South Korea, and Japan) became notable economic success stories.

1223 China in particular skyrocketed as a major manufacturer of inexpensive goods,

1224 which increasingly included electronics. Many historians and political scientists

1225 have debated the degree to which China's capitalism is likely to prompt changes

1226 in its authoritarian, single-party government. Some economists project that

1227 China, along with India, may lead to Asia's reemergence as the center of the

1228 global economy sometime in the twenty-first century. To understand the full

1229 complexity of these new centers of power, students might consider the degree to

1230 which governments in these regions support democracy and individual liberties,

1231 especially as they seek to confront violence and instability. As students explore

1232 future economic trajectories in these regions, they could consider the relationship

1233   between capitalist economies and varying degrees of democratic forms of

1234   government.

Grade Ten Classroom Example: How and Why Was the Cold War Fought?
Ms. Smith's class has been learning about international developments of the 1980s and 1990s. The class has studied developments in South Africa, India, Israel, and Mexico. The last case-study is China. Ms. Smith guides her students through a short lesson that addresses the question: **How did China pursue an "alternative path" to reform in the 1980s?** Ms. Smith's goal is to show students how starting in the 1980s and escalating in the 1980s and 1990s, China's economy underwent significant transformations.   Ms. Smith has her students read a three-paragraph secondary source that comes from the *History Blueprint Cold War Unit,* "The End of the Cold War." Her students learn how in the 1980s the Chinese Government was controlled by the Communist Party, which was led by Deng Xiaoping. During this decade the government began a program of economic reforms. In several ways, these reforms abandoned the communist economic model and switched to capitalist incentives. For example, they broke up many of the communes and allowed each farming household to make its own decisions and sell its produce in the market. Her students also learn from the secondary source that China's political system did not reform; in fact a series of humanitarian crises, especially the Tiananmen Square massacre, shone a light on the differences between open economic and closed political systems.

After going through this secondary source, Ms. Smith's students read two primary sources and answer scaffolded questions about each: 1) *Deng Xiaoping's Remarks to the Central Committee, Feb. 24, 1984;* and 2) *U.S. State Department Summary, June 5, 1989.* Together, these two documents help students understand China's complex developments. They will also be necessary context for understanding the role that China plays in the world in contemporary times, which they will learn about in the last unit that focuses on globalization.

Source: This classroom example is a summarized version of the "The End of the Cold War" lesson from *The History Blueprint: The Cold War*, Copyright © 2013, Regents of the University of California, Davis Campus. The History Blueprint is a free curriculum developed by the California History-Social Science Project (http://chssp.ucdavis.edu), designed to increase student literacy and understanding of history. Three units are available for free download from the CHSSP's website, including The Cold War, a comprehensive Standards-aligned unit for 10th and 11th grade teachers that combines carefully selected and excerpted primary sources, original content, and substantive support for student literacy development. For more information or to download the curriculum, visit: http://chssp.ucdavis.edu/programs/historyblueprint.

CA HSS Content Standards: 10.10

CA HSS Analysis Skills (9-12): Historical Interpretation 2

CA CCSS for ELA/Literacy: RH.9–10.2, 3, 9

CA ELD Standards: ELD.PI.9–10.6a

1235

1236   In their study of the two world wars, students examined the origins and

1237   consequences of the Armenian Genocide and the Holocaust. Students should

1238   understand that genocide is a phenomenon that has continued throughout the

1239   twentieth and into the twenty-first century. Students examine the root causes of

1240   the genocides in Cambodia, Rwanda, and Darfur. They should be able to engage

1241   in discussions about how genocides can be prevented by the international

1242   community, and be able to examine arguments and evidence for and against

1243   intervention, the role of public support for the intervention, and the possible

1244   consequences of such interventions. In covering this topic teachers can integrate

1245   survivor, rescuer, liberator, and witness oral testimony to students, but should be

1246   aware of how images and accounts of genocide can be traumatic for teenagers.

1247   The United States Holocaust Memorial Museum

1248   (http://www.ushmm.org/educators/teaching-about-the-holocaust/general-

1249   teaching-guidelines) has published guidelines for teaching the Holocaust that can

1250   be applied to other genocides as well. The Museum states that, "Graphic material

1251   should be used judiciously and only to the extent necessary to achieve the

1252   lesson objective. Try to select images and texts that do not exploit the students'

1253   emotional vulnerability or that might be construed as disrespectful to the victims

1254   themselves. Do not skip any of the suggested topics because the visual images

1255   are too graphic; instead, use other approaches to address the material."

1256

1257 **Economic Integration and Contemporary Revolutions in Information,**

1258 **Technology, and Communications**

1259 • How has globalization affected people, nations, and capital?

1260 • How has the post-Cold War world and globalization facilitated extremist

1261 and terrorist organizations?

1262 World War II accelerated the trend of globalization, the freer and faster

1263 movement of people, ideas, capital, and resources across borders. The question:

1264 **How has globalization affected people, nations, and capital?** can guide

1265 students' investigation through this last unit. This was seen in transnational

1266 developments such as the formation of international organizations like the United

1267 Nations, which attempted to create a forum for nations to resolve their

1268 differences and to work collaboratively on global issues. For example, the United

1269 Nations established universal standards for human rights and became a forum

1270 for women's and civil rights activists. Knowledge of scientific and medical

1271 breakthroughs has spread worldwide, with international efforts to address

1272 problems of disease, natural disasters, and environmental degradation.

1273 Economic globalization took the form of multinational corporations and

1274 international financial institutions such as the International Monetary Fund (IMF),

1275 World Bank, and the General Agreement on Tariffs and Trade (GATT), which

1276 supported loans for development and endorsed the principle of free trade. The

1277 World Trade Organization (WTO) replaced GATT in 1995. Regional trading blocs

1278 also developed, most notably in Europe and later in North America. Key to

1279 economic globalization was the development of communications technology that

1280   enabled financial information and funds to move easily. New technologies also

1281   facilitated the spread of consumer products and popular film, television,

1282   advertising, and other media around the globe. New economic opportunities and

1283   liberalized immigration laws prompted the revival of global migration beginning in

1284   the 1960s and accelerated global economic exchange. Global consumption

1285   patterns created homogenized cultural experiences in the global cities that

1286   sprang up around the world; for example, critics assert that the

1287   "McDonaldization" of the world effectively Americanizes diverse cities. In

1288   addition, critics point out negative aspects of globalization, pointing to

1289   environmental concerns, the impact on child labor, women's rights and other

1290   issues. Using cost-benefit analysis, students may examine the differential impact

1291   of globalization by dramatizing a mock Congressional hearing on NAFTA,

1292   including roles for American, Canadian, and Mexican business owners, farmers,

1293   and workers. Students might also work through a variety of globalization issues

1294   through Model United Nations simulations.

1295   Globalization also contributed to breakthroughs in medical and scientific

1296   technology, which have improved average health and longevity worldwide.

1297   Health problems did not disappear, however. Disease and mortality worldwide

1298   remained a function of location and financial resources, with the poorest

1299   people—typically in Africa and parts of Asia—facing the most intractable

1300   problems. Ironically, other health problems, such as obesity and heart disease,

1301   were greatest in the most prosperous nations, where overabundance of food

1302   rather than scarcity was the greater challenge. As the twenty-first century began,

1303 researchers, international aid organizations and intergovernmental groups

1304 continued to work to address a variety of health challenges worldwide. Advances

1305 from a green revolution in agriculture as well as inexpensive and efficient

1306 methods of accessing water and energy have offered hope to confront the

1307 enduring problems of accessing resources.

1308   Globalization and its critics have contributed to the rise and spreading

1309 popularity of extremist movements. Students can learn about twenty-first century

1310 developments related to globalization by addressing the question: **How has the**

1311 **post-Cold War world and globalization facilitated extremist and terrorist**

1312 **organizations?** Students should address this question and related topics with

1313 the complexity that it deserves. One way to explore these most recent world-wide

1314 developments is by investigating themes that characterize recent history and

1315 world affairs. Students should be encouraged to bring their studies up-to-date; to

1316 read and view primary sources that represent a wide variety of perspectives from

1317 people around the globe; and to analyze the historical roots of these recent

1318 developments.

1319   The following four thematic topics that frame recent history are excerpted and

1320 adapted from Appendix C, *Teaching the Contemporary World.* In the

1321 contemporary world there has been a tension between integrative and

1322 disintegrative forces. The first, "The Return of Geopolitics," asks whether the

1323 world is becoming more or less peaceful and whether the nature of conflict is

1324 changing. The second, "Globalization and Its Discontents," highlights processes

1325 of economic globalization and asks what benefits they have brought—and at

1326   what costs. The third, "Rights, Religion, and Identity," asks how ideas about

1327   universal human rights may relate to other value and identity systems in the

1328   contemporary world, including resurgent religiosity. The fourth, "A New Role for

1329   the West," asks whether the Western world, the dominant force in world politics

1330   since the late fifteenth century, is today in decline. What is the West's role now

1331   that the colonial era has ended, now that Western prosperity depends on

1332   borrowing from East Asia, and now that the international influence of Western

1333   powers is being supplanted by rising states, notably Brazil, Russia, India, and

1334   China?

1335   **The New Geopolitics**

1336   Over the past twenty years, the world has oscillated between dreams of

1337   perpetual peace and the despair of enduring conflict. A new era began on 11/9

1338   (1989), when the Berlin Wall tumbled, marking the Cold War's peaceful end—a

1339   denouement to a forty-year conflict that few had dared to entertain. That era

1340   seemed to end on 9/11 (2001), when nineteen Islamic extremists sponsored by

1341   Al Qaeda in an effort to make a political statement, crashed civilian airliners into

1342   the World Trade Center in New York and the Pentagon building in Washington

1343   D.C., murdering almost 3,000 civilians. Since 9/11, the hopes for a more peaceful

1344   world that the end of the Cold War spawned have been displaced by a

1345   resurgence of international conflict, especially in the Middle East and Central

1346   Asia. While the major powers have avoided war with each other, the tenor of

1347   international relations became more hostile after 9/11, as long-standing

1348   international friendships (i.e., between the United States and Europe)

1349   deteriorated and old animosities rekindled themselves (i.e., Russia and the

1350   West).

1351   When the Cold War ended with the fall of the Berlin Wall in 1989 and the

1352   breakdown of the Soviet Union in 1991, what kind of world did it bequeath? Why

1353   did the vision of a "New World Order" that U.S. President George H.W. Bush

1354   articulated in 1990—a vision of a world more stable, pacific, and predictable than

1355   the world of the past—fail to come to pass? Did 9/11 change everything? Or was

1356   the world in the 1990s less stable than it might have appeared at the time?

1357   **The Impact of Globalization**

1358   "Globalization" has become a buzzword of the post-Cold War era, but ours is

1359   not the first era to have experienced significant economic, social, and cultural

1360   integration. During the late nineteenth century, the transatlantic economy was at

1361   least as globalized as it is today, with capital and goods flowing freely across the

1362   ocean and labor moving between countries without the legal barriers that restrict

1363   immigration today. The world since the 1970s has experienced a return to the

1364   globalizing patterns of the past. The advent of electronic communications, the

1365   dramatic decline in international transportation costs associated with

1366   containerized shipping, and the deregulation of markets has led to economic

1367   integration among nations and even convergence in social trends, cultural

1368   patterns, and consumption habits. In part because of the processes known as

1369   globalization, as a new range of nonstate or "transnational" international actors—

1370   including multinational corporations, offshore banks, and international

1371   nongovernmental organizations (NGOs)—have come to coexist, sometimes

1372   uneasily, with the nation-states that remain the dominant elements of

1373   international society.

1374   Economists generally credit economic globalization with having increased the

1375   world's overall levels of wealth and well-being. Yet globalization has not

1376   necessarily reduced economic inequalities among societies. In part, this is

1377   because the mobility that capital (i.e., money) and goods enjoy in our globalized

1378   economy is not fully shared by labor. While manufacturers in a high-wage

1379   country, like the United States, can now easily relocate production for the

1380   American market to a low-wage country, like Mexico, in order to reduce costs, it

1381   is much more difficult for Mexican workers to immigrate legally to the United

1382   States and vice versa. These differences in the treatment of capital, goods, and

1383   labor may explain why globalization in the contemporary era has not reduced

1384   income inequalities among nations as effectively as it did in the late nineteenth

1385   century, when mass migration diminished transatlantic income inequalities. While

1386   globalization has increased overall global wealth, it has also bred discontent.

1387   Critics in the industrialized world blame globalization for "exporting" jobs, and in

1388   the developing world, critics accuse multinational corporations of exploiting low-

1389   wage and child laborers, proliferating slums, polluting local ecosystems, and

1390   sustaining an Americanizing consumer culture.

1391   Although globalization has bound societies together in ties of mutual

1392   interdependence, it has also involved the spread of multinational corporations

1393   whose activities far transcend the jurisdictions of individual nation-states. These

1394   corporations include some of the most iconic and successful companies in the

1395   world today. Although the history of the multinational corporation reaches back to

1396   the Dutch and English East Indian trading companies of the seventeenth century,

1397   what makes the modern multinational distinctive is its capacity to spread out the

1398   productive process across different countries. Apple's iPod, for example, is

1399   designed in northern California and assembled in China, out of components that

1400   originate in Japan, Taiwan, Korea, Singapore, and many other countries. A

1401   leading example of "modular" production, the iPod's cosmopolitan origins reflect

1402   the new realities of the integrated twenty-first century economy.

1403   Globalization does not only affect production, it has also shaped the tastes

1404   and expectations of consumers. The ascent of multinational business and new

1405   marketing techniques in the second half of the twentieth century have contributed

1406   toward the convergence of consumer tastes and preferences, often around

1407   instantly recognizable "global" brands. Such transformations have led some

1408   critics to argue that globalization displaces local cultures with a single,

1409   homogenizing, global fashion.

1410   Yet globalization, as most social scientists understand the term, involves

1411   more than simple economic integration. It implies the convergence of societies

1412   around a common version of modernity; it suggests that the world is shrinking

1413   and the peoples who inhabit it are becoming more like one another. Globalization

1414   empowers big, multinational business, but it has also brought the rise of

1415   transnational organizations. These include both activist networks such as

1416   Amnesty International and Greenpeace and, more troublingly, criminal and

1417   terrorist organizations that work across national borders.

1418   As globalization has limited the autonomy of nations and has empowered

1419   nonstate actors, it may have troubling implications for the modern nation-state.

1420   As students will have learned in grade ten, the nation-state grew in the

1421   nineteenth and twentieth centuries in response to larger modernizing changes.

1422   Industrialization, class conflict, and the business cycle in the nineteenth and

1423   twentieth centuries all contributed to the expansion of state authority, as

1424   governments assumed responsibilities for the well-being of their citizens and the

1425   stability of their national economies. In the contemporary world, however, the

1426   authority of the nation-state appears increasingly feeble in relation to the

1427   globalization of economic and other activities, all of which raises challenging

1428   questions about the future of governance in an integrating global society. The

1429   United Nations resembles an international forum rather than an international

1430   government, and its ability to impose standards (such as environmental

1431   regulations or consumer protection law) on its own members remains very

1432   limited. Students should be able to identify a range of issues including

1433   sustainable development that could be described as "transnational" in scope.

1434   What are the strengths and weaknesses of the United Nations when it comes to

1435   dealing with problems (whether economic, criminal, or environmental) that cross

1436   international borders?

1437   **Rights, Religion, and Identity**

1438   During the Enlightenment, as students will have learned, the proponents of

1439   "natural rights" argued that all human beings enjoyed inalienable freedoms—

1440   including the freedom to oppose oppressive governments. This claim was

1441 enshrined in the American Declaration of Independence (1776) and the French

1442 Assembly's Declaration of the Rights of Man and Citizen (1789). Yet the

1443 Enlightenment's vision of universal natural rights was not incorporated into

1444 international law until 1948, when, building on an upsurge in concern for human

1445 rights associated with the Second World War, the Universal Declaration of

1446 Human Rights affirmed a broad range of freedoms belonging to all individuals

1447 regardless of their citizenship, ethnicity, or gender. These rights fell into two

1448 broad categories: legal rights, including freedom from persecution and bodily

1449 harm; and social and economic rights, including rights to material sustenance

1450 and to gainful employment. Yet, the Universal Declaration, for all the nobility of its

1451 sentiments, was largely subordinated during its first decades to the convention of

1452 state sovereignty. In this respect, the limits of the Universal Declaration mirrored

1453 those of the United Nations: while it asserted asset of human rights accruing to

1454 all men and women, regardless of their citizenship, the Universal Declaration

1455 included no mechanisms to compel recalcitrant governments to respect the rights

1456 of their citizens.

1457 From the 1970s, concern for human rights began to rise. In part, the ascent of

1458 ideas about human rights had to do with nongovernmental organizations such as

1459 Freedom House, Human Rights Watch, and Doctors Without Borders. Such

1460 groups publicized human rights abuses being perpetrated by both right- and left-

1461 wing regimes. Their work was facilitated by innovations in communications

1462 technologies, including satellite broadcasting, that made the abuse of human

1463 rights more visible to public opinion in foreign countries than had previously been

1464   the case. From this perspective, the growth of concern for human rights in the

1465   contemporary era was part of a larger globalizing process.

1466   At the same time, the emergence of human rights as a major foreign policy

1467   concern for the United States and other Western countries also had to do with

1468   the Cold War. From the 1970s, the U.S. and its allies promoted human rights as

1469   a way to attack the legitimacy of the authoritarian Soviet Union—a country that

1470   routinely abused its own citizens. The tactic enjoyed considerable success, and

1471   human rights activists such as Lech Walesa (Poland), Vaclav Havel

1472   (Czechoslovakia), and Andrei Sakharov (Russia) played an important role in

1473   eroding the legitimacy of communist rule, helping to bring the Cold War to an

1474   end.

1475   Western countries, for the most part, tend to have more complex relationships

1476   with the idea that human rights have become an international concern. Most

1477   Western countries now describe the promotion of human rights in foreign

1478   countries as a central objective for their own foreign policies, even though most

1479   of them face criticism from groups such as Amnesty International for conditions

1480   at home (e.g., overcrowded prisons, wrongful convictions, or the death penalty).

1481   If the campaign for human rights is a universalizing movement that asserts

1482   the basic similarity of human expectations across time and place, the

1483   contemporary era has also witnessed a dramatic movement toward diversity in

1484   the form of a worldwide religious revival. Reflecting on the history of modern

1485   nationalism, students may perceive some similarities in the ways in which both

1486   human rights and religion assert the existence of authorities higher than national

1487   governments, whether in the form of "natural law" or holy law. Both religious

1488   leaders and human rights activists affirm that the individual is not only a citizen of

1489   his or her country: he or she may also be a member of an "identity community"

1490   far larger than the nation-state, whether the entire human race or a community of

1491   religious believers spanning many different countries.

1492   The global revival of religiosity has been a defining characteristic of our times.

1493   It is also a development that would have surprised academic theorists of

1494   secularization in the 1960s and 1970s who argued that religion was in

1495   irrevocable decline. Reflecting the resurgence of religion in many parts of the

1496   world over the past thirty years, politics have become increasingly infused with

1497   the language of faith. The revival of religion has, in some respects, created new

1498   cleavages in world politics, both within and among societies. Anti-Western

1499   violence perpetrated by the followers of a fundamentalist version of Islam has

1500   contributed to the appearance of deep conflict between the Islamic and Western

1501   worlds, especially since 9/11. Students should learn about the roots of modern

1502   Islamic extremism by reading a variety of sources from Egyptian writers and the

1503   Muslim Brotherhood, for example. Historical memories of earlier conflicts, such

1504   as the Crusades, have inflamed a contemporary "clash of civilizations." In

1505   numerous societies, such as Nigeria, the Sudan, and India, the revival of

1506   religion—and of religion as an expression mode of political identity—has bred

1507   tension and even outright violence between members of neighboring religious

1508   communities.

1509   Within societies, the proponents of religious orthodoxies have found

1510   themselves in conflict with secularists, whether in battles over headscarves in

1511   Istanbul and Paris or over prayer in American schools. While the resurgence of

1512   religion has been a transnational phenomenon affecting many different countries,

1513   students ought to be aware that it has been less pronounced in some areas of

1514   the world, notably Western Europe and China than in others. Students may

1515   investigate if the world is becoming more or less religious, and what the

1516   implications of religion are for international relations and for domestic politics in

1517   the United States and other societies. Why has Western Europe (so far) seemed

1518   to remain apart from this global trend?

1519   **A New Role for the West**

1520   Perhaps the most dramatic story of the second millennium (1000-1999 CE)

1521   was the rise of Europe—a remote, salty, and windswept corner of Eurasia—to

1522   global dominance. The "Rise of the West" was a transformative movement in

1523   world history, and it brought tumultuous consequences for the entire world.

1524   Students should have studied the reasons for Europe's rise to dominance in the

1525   early modern era, from the growth of the seaborne trading companies of the

1526   sixteenth and seventeenth centuries to the spread of colonies in the eighteenth

1527   and nineteenth. Have Europe and its Western offshoots, including the United

1528   States, now entered a phase of relative historical decline? This is a historical

1529   transformation that students should consider carefully, especially insofar as it

1530   relates to the "rise" of new powers such as India and the People's Republic of

1531   China.

1532   Dominant at the century's beginning, Europe's eclipse was a central theme of

1533   the twentieth century. Exhausted by the century's two world wars and unable to

1534   hold back powerful nationalist movements in the colonial world, the European

1535   colonial empires collapsed in the thirty years after 1945. Simultaneously, the

1536   major west European countries created among themselves a novel confederal

1537   apparatus—the European Union—to integrate their economies and to provide a

1538   modicum of political unity. As an economic initiative, the European Union has

1539   been highly successful: per capita incomes in Europe remain very high, and the

1540   west European region has enjoyed an unprecedented phase of peace and

1541   cooperation. Yet Europe remains dependent on U.S. commitments to NATO (the

1542   North Atlantic Treaty Organization) for its military security, and even the leading

1543   European powers are now unable or unwilling to exert significant military force

1544   beyond the European continent.

1545   While the United States, in contrast to Western Europe, remains the most

1546   powerful state in the international system, it faces similar challenges. Like

1547   Europe, the United States is committed to large welfare and social security

1548   programs that may prove difficult to fund in the future, as the postwar "baby

1549   boomers" retire and the country's working population shrinks relative to its large

1550   number of retirees. In the world economy, the United States appears less

1551   dominant than it once was. No longer a net exporter of manufactured goods to

1552   the rest of the world (as it was from the 1890s to the 1970s), the U.S. runs trade

1553   deficits and borrows from foreign countries to finance its imports. Its position in

1554   the global economy has become that of a consumer of last resort, a role that it

1555   can sustain for only so long as others remain willing to extend financial credit to

1556   cover its deficits.

1557   China has come to play a very different kind of role in the international

1558   economy. Already the world's most populous country, China is projected to

1559   overtake the U.S. as the largest economy by the middle of the twenty-first

1560   century. At some point during the twenty-first century, India will overtake China

1561   as the world's most populous country. Together with Japan, a country whose

1562   remarkable postwar recovery in the 1950s and 1960s made it a leading

1563   economic power, it seems clear that Asia will be the center of global economic

1564   activity in the twenty-first century.

1565   Contemporary trends—the diversification of economic power and the

1566   globalization of production, Europe's military decline, and a shift in the world's

1567   demographic center of gravity away from the North Atlantic—are finally reversing

1568   what historians have called the "Great Divergence" of the eighteenth century: a

1569   shift in which European growth rates leaped ahead of Asian ones. Among the

1570   most significant developments of our era, then, has been Asia's return to the

1571   leading position in the world that it occupied before the rise of the West.

1572   Exacerbating the West's relative decline, oil-rich states such as Saudi Arabia,

1573   Iran, and Venezuela control the energy supplies on which its prosperity depends.

1574   Elsewhere, regional powers such as Brazil have broken out of former patterns of

1575   Cold War subservience and economic dependency to become dominant regional

1576   and, increasingly, global powers. The present global scene now appears less

1577   predictable, less hierarchical, and—potentially—less stable than in past

1578   centuries.

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California Department of Education
December 2015